DOCUMENT RESUME

ED 318 275 FL 800 036

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TITLE English as a Second Language: Language Experience Approach. Instructional Guide and ESL Reader.
INSTITUTION Nationalities Service Center, Philadelphia, PA.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 89
NOTE 118p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Education; Classroom Techniques; *English (Second Language; Hispanic Americans; Instructional Materials; *Language Experience Approach; Language Teachers; *Literacy Education; Reading Materials; Second Language Instruction; *Student Developed Materials; Teacher Education
IDENTIFIERS Southeast Asians

ABSTRACT

This guide to the instruction of English as a Second Language (ESL) using the Language Experience Approach (LEA) consists of two parts: an instructional guide, to be used as a tool for training instructors to use the LEA approach, and a collection of 30 lessons using stories produced by students and student groups using LEA in ESL classes. The instructional guide describes the LEA process and differences between LEA instruction carried out with native English speakers and LEA used in combination with ESL instruction. The overall learning objectives of the LEA approach are outlined, and its use in groups and in the classroom is discussed. A description of the LEA/ESL method includes sections on story starting techniques, asking questions, the stories themselves, and follow-up exercises. Some additional information sources and instructional resources are suggested. The ESL reader is divided into Southeast Asian stories and Hispanic stories, and within these groups, into beginning, intermediate, and advanced level lessons. A brief introductory section provides suggestions for classroom use of the stories, including a variety of preliminary and post-reading exercises. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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A LANGUAGE EXPERIENCE ENGLISH-AS-A-SECOND-LANGUAGE PROJECT: INSTRUCTIONAL GUIDE, TRAINING, AND LITERACY READER

by

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and
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Program Year 1988-89

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The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

The Nationalities Service Center (formerly International Institute) is a United Way agency affiliated with the American Council for Nationalities Service/International Social Service, American branch; ACCET (Accrediting Council for Continuing Education and Training); the Council on Accreditation of Services for Families and Children; the National Immigration, Refugee and Citizenship Forum; Philadelphia Fellowship Commission, and the Greater Philadelphia Cultural Alliance.

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ACKNOWLEDGMENTS

Grateful and sincere acknowledgments are due to the following people, without whom this project would not have been possible:

To the Division of Adult Education, Pennsylvania Department of Education and Dr. John Christopher, Chief, for believing in us and enabling us to develop this project;

To Nationalities Service Center Executive Director Mike Blum, for his faith in us, and support from the beginning;

To NSC Assistant Executive Director and Education Programs Coordinator Delores Howland who, as the project underwent its various rebirths, always found a way to help, advise, and above all, hear us;

To Dr. G. Kip Bollinger, 353 Special Projects Advisor, for his enthusiasm, guidance, and trust;

To Center For Literacy Executive Director Jo Ann Weinberger, for the kind loan of Jeanne Smith;

To NSC staff members Mary Beech, Christa Snow, Jane Dougherty, Margaret James, Steve Keiser, Erica Ness, Bill Glass, and Kirstin Painter for their participation in the training sessions;

To Bob Simonson, NSC Refugee Assistance Program Supervisor, for his ongoing input and extra interest in project direction;

To Roger Zepernick, Director, Centro Pedro Claver, for opening the doors of his agency to us;

To instructor Barbara Warnock and tutors Aida DeLeon, Jose Berroa, Wanda Mercado, Lillian Rosario, and Ana Ramirez for sharing their students with us and helping us to gather stories for the project;

To the Center for Literacy, for the use of its facilities in helping to put together the final product;

To Claire Borits of the Elkins Park Free Library for her expertise in assisting us to locate research materials;

To illustrators Helene Schmidt, Sheryl O'Connell, Thuong Ringel, and Delores Howland, whose commitment and care add so much to the qualilty of the finished Reader;

Finally, and most profoundly, to our student contributors, whose willingness to share their life experiences with such zeal, in a language not their own, makes this book a special treasure to all of us who have participated in its creation.

INTRODUCTION

Today, the Language Experience Approach (LEA) is one of the givens in most literacy programs for educationally disadvantaged native English speakers. Yet more and more English as Second Language (ESL) instructors have begun to explore the advantages of using LEA with their non English-speaking students. This blending of a popular literacy teaching strategy with existing ESL techniques constitutes the ideal under which this project was initiated.

The booklet contains two parts.

The first section is an Instructional Guide, which may be used to train instructors in the use of the Language Experience Approach (LEA) with English as Second Language (ESL) students. The Instructional Guide has been written as a training tool for instructors seeking to use LEA in the classroom, in small groups, or on a one-to-one tutorial basis.

The second section is an LEA/ESL Reader, consisting of 30 lessons based on LEA stories given by different students and student groups in various classes across 1988-89. The stories represent two general groups: Southeast Asian (Vietnamese, Cambodians, Laotians) and Hispanic (Puerto Ricans, Mexicans, Cubans). These six were chosen because of their heavy representation in adult basic education ESL classes throughout Pennsylvania.

Suggestions for ways in which tutors and classroom instructors can employ this part of the booklet are given in the pages entitled 'Using the LEA/ESL Reader'.

We hope that students and instructors alike will find many ways to enjoy, and learn from, this publication.

PART ONE

LANGUAGE EXPERIENCE APPROACH WITH ESL COMPONENT INSTRUCTIONAL GUIDE

Outline

I. The LEA Process: General Form Among Native English Speakers

II. Differences Between LEA and LEA/ESL

III. LEA/ESL: Overall Learning Objectives

IV. LEA in Groups and the Classroom

V. The LEA/ESL Method:
- A. Story Starting Techniques
- B. Asking Questions
- C. The Stories Themselves
- D. Follow-up Exercises

VI. Additional Resources

VII. Conclusion

LANGUAGE EXPERIENCE APPROACH WITH ESL COMPONENT
INSTRUCTIONAL GUIDE

I. The LEA Process: General Form Among Native English Speakers

A. The instructor and student find a 'story starter'--a cue, to start the student talking.
B. The instructor serves as questioner/interlocuter to draw out the story, which may flow anyway.
C. The instructor copies the story down in the student's own words.
D. The instructor types or recopies the story as a reading, which instructor and student use as lesson text.
F. Instructor develops follow-up exercises which may be used in subsequent lessons to reinforce skills related to a student's particular literacy needs and/or skills related to a particular lesson.

II. Differences Between LEA and LEA/ESL

Although the overall LEA process outlined above does function for ESL learners, certain methods and strategies in the technique will differ. Keep these differences between LEA and LEA/ESL in mind:

A. For ESL students, conversation in and of itself poses an additional learning challenge which native English-speaking LEA students do not face. Foreign students are more reluctant to express themselves in their new language. LEA/ESL instructors can expect to be more assertive than those doing LEA with native English speakers. However, LEA/ESL does provide an additional learning resource through which conversation skills may be cultivated.

B. LEA/ESL incorporates more extensive vocabulary development. During your LEA/ESL sessions, be sensitive to those moments when the student seems to be avoiding a certain word. Help your students to grope for words which you may provide. Use the new vocabulary in follow-up exercises.

C. Similarly, grammar problems will come up as students try to express themselves in their new language. For example, problems of word order (e.g., reversal of noun and adjective) and verb tense usage often show up in LEA/ESL. LEA/ESL forces language limitations to reveal themselves. Again, these limitations can be addressed in follow-up exercises.

D. Pronunciation becomes an additional learning aspect in the LEA/ESL technique. As with vocabulary and grammar, make a note of those pronunciation patterns which give your student trouble. Focus on these pronunciation patterns through word families (bat, cat, fat) and simple phonics drills (hat/hate, fat/fate) in follow-up exercises.

III. LEA/ESL: Overall Learning Objectives

A. LEA/ESL may be used as one lesson unit incorporated in an overall curriculum approach or at the center of a student-based curriculum. The extent of LEA use depends upon the instructor's comfort with the technique, as well as the extent to which he or she wishes to employ it.

B. LEA/ESL is especially effective in teaching situations where conversation catalysts are sought. An additional function of LEA is that it may be employed to sharpen students' ESL literacy skills.

C. LEA/ESL may be used in advanced classes as well as among students at formative, if not threshold, levels of English ability. Psychologically, it can serve to open students' confidence in conversation at various levels of the ESL learning spectrum. LEA can bond a tutor to the student with whom he or she is working. Used in a classroom setting, it can be an aid in reducing barriers between students when many ethnic groups are present.

IV. LEA in Groups and in the Classroom

LEA/ESL works equally well in the classroom setting and in tutorial situations. The LEA in ESL draws students out. It encourages them to practice their English. It reveals their weaknesses. It provides instructors with material for readings and follow-up lessons which more than one student can use.

In the group experience, one student will carry the story for a sentence or two; if others don't jump in, the teacher should encourage them to do so with questions directed at different students in the class (see 'VI' below). The class may search collectively for a certain vocabulary word, even if the story does not relate directly to their culture.

As the LEA unfolds, the instructor may write the story on the blackboard. He may leave in mistakes or correct them later. Sometimes students may catch errors immediately, and such correction becomes a part of the lesson as well.

Group dynamics play a factor in the success of classroom LEA. It will not always work in classes with different nationalities. Some classes will be interested in sharing; others will not. Much of the success of LEA in such a group depends upon the receptiveness of class members to each other. For this reason, it is usually best to hold off on LEA classroom activities until a rapport among students and instructor has been established.

Also, mixing students of advanced and beginning levels in an LEA lesson can put the beginners at a d'sadvantage. Inevitably, higher-level students will dominate unless the instructor can divide discussions evenly.

Finally, do not try to build an entire class around LEA. Like any teaching strategy, it is most effective when mixed with other activities. Half an hour to an hour should be enough.

V. THE LEA/ESL METHOD

Story Starting Techniques

Here are a few suggestions for 'warming up' your ESL student or class to LEA. One picture, word, or story from one culture can prompt other students to contribute illustrations from their own.

A. Use of Picture Cues. Photographs, drawings, and other illustrations from books and magazines serve as excellent story starters. Lesson Five in the Hispanic part of the LEA/ESL Reader resulted from a photograph of an Aztec dancer in an old National Geographic. Lesson Fourteen's Mexican 'legend' was inspired by a photo in a book borrowed from the children's department of a local library. Several Puerto Rican LEA's were taken from postcards.

If your students want to bring in picture cues, so much the better. Use of pictures and objects that the students own will make other students want to bring in more visuals, which in turn will lead to more LEA stories. In the Reader, Southeast Asia Lesson Ten (about Cambodian money) came about when a woman brought an old paper bill to class. Hispanic Lesson Four, about papaya fruit, developed from conversations about a Cuban student's snack bag.

B. Use of Word Cues. You may also write out words for which you have no illustration. Mexican students did not need an illustration of a mariachi band to tell their story about it (Hispanic, Lesson Two). You will be surprised at how helpful a quick trip to the library will be in supplying you with word cues which are special to your students and their countries. Our library's children's room and the National Geographic indexes were invaluable in completing the reader for this project. The right book and about two hours will supply you with a rich list of word cues to use with your students.

C. Use of Subject Cues. Certain topics of general appeal will work as story starters with any group. Look at the end of every lesson in the reader, and you will find suggestions for such subjects. People from all nations can respond to questions about special clothes, food, wedding customs, leaders, holidays, animals, etc., in their countries. Classroom teachers might want to encourage a 'competition,' where a student from one country tells about, for example, a special food one day, and other students tell about their country's special foods on subsequent days.

D. The 'first bloom' trick. Be alert! Insructors who know their pupils well will find LEA's dropped into their laps by students as the latter walk into the room and settle down for class. When relaxed and unpressured, as at the beginning of class, students are far more prone to provide their own story starters. They will try to talk about everything from the weather to what they saw on TV last night. Get in the habit of jotting these conversations down. Any extended pattern of thought issuing from an ESL student is suitable for an LEA.

E. 'Follow the lead' trick. Very often a story starter will metamorphosize as instructor and student are working with it. What begins as one LEA turns into another, more rewarding one. But the instructor must remain alert enough during the process to pounce when an opportunity presents itself. Southeast Asian Lesson Nine, for example, began as a story about 'My Home Town' but turned into a quite detailed LEA about a trip from Quang Nam to Hanoi. Several students participated in the telling of the story. All of them grew quite excited, once a clear line of narrative focus had been found.

F. Be Positive. Most first-generation immigrants carry great pride in their country's traditions with them to their new country. As an Afghan refugee friend once said, "I never felt so much like I was from Afghanistan until I left there." In general, students are eager to share information about the positive aspects of their culture. Often they will surprise you by bringing a different perspective to your LEA story starter. They will be drawn to details that you may have overlooked. These details often serve as the genesis of a rewarding LEA lesson.

In our experience, it has generally been a good idea to avoid story starters of a negative or painful nature. Occasionally, students will bring up a negative experience, or classroom discussion may slide naturally into one. More often than not, however, students prefer to forget about past traumas. They will say little, should an instructor press them to give an LEA about some national tragedy which may have affected them personally.

Asking Questions

Now that you have your story starter, what's next? What can you do to keep it from drying up? Here are some suggestions for sharpening your LEA/ESL questioning skills as the lesson gets going:

A. Be a 'journalist'. Use the "Wh" questions. Get in the habit of starting your questions with word pattern responses students already know -- Who, What, When, Where, How, How much, How many, How old. Think of yourself as a journalist getting information for a story. Do not be afraid to 'absent' your own input from an LEA/ESL interchange. Keep your questions simple. You will not be shortchanging your students.

Another virtue of the 'journalism' technique is that it provides teachers with a quick way around language blocks. If students don't talk, draw them out with simple questions: what color, how big, where is, how many, etc. A simple question like 'What's this' can motivate an entire LEA story. If the students still do not respond to the story starter, don't hesitate to drop it and move on.

B. Avoid opinion questions. Conversational breakdowns in LEA/ESL lessons generally occur for two reasons: students' lack of sufficient English to allow for self-expression and/or their cultural reticence to express themselves freely in the classroom atmosphere. For these reasons, it is generally a good idea for an instructor to avoid asking general opinion or 'how do you feel about' questions in LEA/ESL lessons, especially among beginning level students.

C. Say nothing, know all. A little pedagogical larceny is de rigeur here. LEA questions work best if the teacher knows something about the story starter beforehand, even as he plays the wide-eyed innocent to his student. For the Vietnam story about the Cham (SEA, Lesson Six), the instructor already knew about the Cham minority. He could also recognize the unusual fishing net in the picture cue. When LEA time came, he led the students with basic 'Who's this' and 'What's that' questions. The LEA had two 'directions'. If the student volunteers a new line of thought, so much the better.

D. Give beginners the benefit of the doubt. Do not assume that 'Level I' ESL students will not be able to give LEA's! To our experience, in fact, the reverse has held true. Beginners especially benefit in small groups. Everyone contributes; they help each other. As their instructor, you can help by making them feel more

comfortable when they try to fly on their own. If you do ask questions, keep them simple. Stick to the 'journalist' question patterns recommended above. Also, do not expect more than a few sentences for the LEA. Quit while you're ahead. Your beginners will be delighted when their story comes back the next day as a reading.

LEA/ESL lessons also permit an instructor to make the story the focus of simple conversation patterns. It provides automatic manifest content by giving instructor and student something to talk about. A story as simple as 'My name is Sam/I am 29 years old/ I am from Cambodia' gives an instructor the option to turn three sentences around into questions: What is your name? How old are you? Where are you from? Again, remember that with Level I students 'less' is often 'more'.

E. Dictionary use. When you are asking questions during an LEA lesson, do not be concerned if students' hands fly to their dictionaries. Groping for language is part of the LEA/ESL learning process. Encourage the students not to avoid, or be embarrassed about, gaps in their vocabulary. LEA/ESL will bring them naturally to these gaps. Also, do not feel overly concerned if students speak to each other about words in their own language. Often they are sorting out meanings when they do so. You might have to 'corral' them back into English; but processing words in their own language is part of the LEA learning process.

For this reason, we also discourage bilingual LEA instruction. Translating by the instructor can provide helpful shortcuts, but it should not be relied upon to the detriment of the language growth process. Indeed, it is perhaps best if the primary story taker does not know the students' first language. Too often in bilingual LEA instruction, the fact of the story supercedes the learning process. Growth in English can become a secondary priority when the first language is too readily accessible.

The Stories Themselves

A. Length of LEA's. Keep them short! Remember that, the more material you set down, the more you become responsible for covering in your lesson. Don't overburden yourself or your student. If you need to divide the LEA into two separate readings, by all means do so. In any case, try not to exceed one page with any LEA.

B. The Problem of Modeling

One of the most important learning devices for native English-speaking LEA students is that they read their stories in their own exact words. The reading holds more life for them; they can relate directly to its context.

In LEA/ESL, the relationship of a student's own words to what he learns is not so easily discernible. Too many errors in a student's speech might work against an effective ESL literacy lesson. To a great extent, ESL students learn English structures by relating to models within the language. Being too faithful to an ESL student's exact words in an LEA reading can sometimes hamper that student's progress. The degree to which the original LEA/ESL story is modeled is therefore best left up to the individual teaching situation.

Perhaps a middle ground is most effective. Instructors may want to focus on certain errors and model others by correcting them. Another approach is to underline or bracket errors in the original version, then pair it with a 'correctible' version which the student and instructor can work on in follow-up exercises. A third strategy is to adapt the story and use the corrected version as the model for for ESL Literacy readings and follow-up exercises which more than one student can use. This strategy formed the basis for the stories in the Reader section of this booklet.

Follow-Up Exercises

Follow-up exercises for LEA/ESL fall into two general categories: ESL Literacy and ESL. Examples of both kinds of activities may be found in each of the 30 lessons in this booklet's LEA/ESL Reader.

ESL Literacy emphasizes those activities which help students improve their literacy skills, native language or otherwise. ESL Literacy involves sight word identification and simple phonics activities. It introduces compound words and root words. It encourages students to build their writing skills through copying words or letters and through simple dictations. In general, the first five exercises in each of the LEA Reader lessons are oriented to ESL Literacy.

ESL employs exercises which encourage speaking, listening, and pronuncation. Types of ESL exercises include vocabulary drill, true/false, direct question/answer, matching, cloze paragraphs (fill-in-the-blank), TPR (Total Physical Response -- usually, the teacher giving the student simple commands), basic grammar exercises, word opposites, and sentence completion. It also includes reading and writing exercises whose main purpose is to develop students' control over the various elements (vocabulary, grammar, word order, etc.) of their new language. In general, the last five exercises in each of the LEA Reader lessons are 'ESL' in their approach.

VI. Additional Resources

For a general overview of ESL textbooks and teaching strategies, instructors and tutors are strongly encouraged to try the ESL Curriculum Guide: Materials and Methods for Teaching English as a Second Language to Adults, by Karen Batt, Ellen Furstenberg, and Judy Reitzes. The ESL Curriculum Guide is available through The Free Library of Philadelphia, Reader Development Program, Logan Square, Philadelphia, Pa. 19103.

For more information on Literacy and LEA instruction, we recommend the Basic Literacy Tutor Handbook and An Instructional Guide for a Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program, by Jeanne Smith. Both publications may be obtained from the Center for Literacy, 3723 Chestnut Street, Philadelphia, Pa. 19104.

VI. Conclusion

Above all, as you go about implementing LEA in your ESL lessons, keep in mind the overriding philosophy of the technique: it allows students to build their language and literacy skills through what they know. LEA/ESL does not violate a student's need to adjust to his new culture. Although students do need to know as much as they can about this culture, it can be quite constructive for them to use English as a way of giving meaning to elements of their background which may have become buried under months of language drills and the acculturation process.

Students need language with which they can talk about themselves. A person who worked as a farmer should know that word. A woman who sold steamed cakes on the streets of Saigon should be able to explain what she did. A great pride goes along with successful articulation of old ways in new words. LEA allows ESL students to build the conversation habit out of what they know, what is important to them.

Ideally run, an LEA/ESL lesson generates both language and dignity for students. Perhaps your greatest reward for a successful LEA/ESL lesson lies in those moments when your students, lit with discovery, thank you for the class.

PART TWO

LEA/ESL READER
LIST OF READINGS AND CONTRIBUTORS

Southeast Asian Stories

Beginning Level Lessons

1. "My Job in Cambodia" ..... Doeum Dos

2. "A Special Food in Vietnam"..... Duong Huong
Lieu Thi Chan

3. "A Special Clothing in Cambodia"..... Koeung Sap

4. "Special Music in Laos"..... Thao Lee

5. "A Chinese New Year Custom"..... Vinny Vong

6. "A Minority People in Vietnam and Cambodia"..... Duong Kheng
Luu Cuong Ni
Samara Tav

Intermediate Level Lessons

7. "A Time of Change in Vietnam"..... Lieu Thi Chan
Chuong Lam Nai

8. "A Special Animal in Cambodia"..... Koeung Sap

9. "A Trip in Vietnam"..... Xiu Juan Ye
In Ca Vong

10. "Cambodian Money"..... Kim Ny Tav

11. "An Important Year in Laos"..... Manichanh
Insixiengmay

12. "A Ghost Story from Vietnam"..... Tam De Vuong

Advanced Level Lessons

13. "Hmong Creation Legend"..... Cheng Chang

14. "Wedding Day Customs in Vietnam"..... Xanh Thi Tran
Duong Huong

15. "My Story"..... Meng Keng Aing

(over)

Hispanic Stories

Beginning Level Lessons

1. "A Special Animal in Puerto Rico"..... Estrella Santiago
   Aida Martinez
   Aida Gerna
   Maria Martinez

2. "Special Music in Mexico"..... Ruben Amaro
   Miriam Amaro

3. "An Indian Picture"..... Ruth Estevez

4. "A Special Food in Cuba"..... Helen Ricardo

5. "An Old People in Mexico"..... Pedro Lopez
   Ruben Amaro

6. "An Old Part of the City"..... Eduardo Fontanez
   Blanca Fontanez
   Marie E. Martinez
   Estrella Santiago
   Aida Martinez

Intermediate Level Lessons

7. "A Vacation Place in Puerto Rico"..... Ruth Estevez

8. "The Earthquake in Mexico"..... Joshua Amaro

9. "A Useful Tree"..... Esteban Luz

10. "The Tainos"..... Eduardo Fontanez
    Blanca Fontanez
    Evette M. Vega
    Marie E. Martinez
    Estrella Santiago
    Carmen Mendez

11. "Clothes in School"..... Cinthia Valentin

12. "The Father of an Important Holiday"..... Pedro Lopez
    Dan Lopez

Advanced Level Lessons

13. "The Story of My Family"..... Ferdinand Mendez

14. "A Legend from My Country"..... Ruben Amaro

15. "An Important Export from Cuba"..... Helen Ricardo

USING THE LEA/ESL READER

1. General Format. There are 15 stories in the Southeast Asia section and 15 in the Hispanic section. The first six stories in each section would be considered 'Level I'. The next six, incorporating more advanced language structures such as the past tense, would be considered 'Level II'. The final three stories in both sections are more advanced and would be considered 'graduate work' for a student beginning at the Level I or Level II stages.

Instructors may move through the book as they see fit. A class of Puerto Ricans, for example, might only wish to do the Puerto Rican stories. Or they might want only to cover the Hispanic stories. A 'Level I' class of Vietnamese might enjoy doing all six of the Level I Southeast Asia stories, then jumping to the six Level I Hispanic stories. Or they might wish to progress to the Level II Southeast Asian stories and not touch the Hispanic stories at all.

The way to proceed, then, depends largely on the enthusiasm and abilties of the student(s) using the book. Some students are curious about different cultures; others are not. Some will possess the ability to progress to higher levels of complexity; others will not.

Each lesson contains a vocabulary list, a reading, and 10 follow-up ESL Literacy exercises. All 30 end with a suggestion for an LEA 'story starter', related to each lesson's theme. After finishing the reader's lessons, instructor and student(s) can therefore develop their own LEA and follow-up lessons.

The directions for exercises in this book are purposely concise and self-explanatory. Too much explanation would weigh down the flow of activities and possibly confuse both student and instructor by overloading the page. 'Using The LEA/ESL Reader' explains the purpose of many of the follow-up exercises and gives general directions on how to use them. A variety of other exercises, scattered throughout the lessons, should be self-explanatory.

The Reader does assume some basic knowledge of grammar and phonics on the part of the instructor. If you want more information on these areas, please see the 'Additional Resources' section in the Instructional Guide.

2. Vocabulary. Each lesson opens with new words. The students may write the words in their own language. Spaces have also been left in lists where students can add words with which they are unfamiliar.

Vocabulary study should precede the reading. If students don't know other words, add them to the list. Ask the students to copy the new words. Discuss the words with the students. TAKE YOUR TIME. Make vocabulary study a separate lesson, maybe even for a separate day. Then begin the reading.

3. Please find words in the story. This 'fill-in-the-blank' exercise is especially helpful at the beginning ESL Literacy level. Students need only find the word as reflected in the sentence and copy it. The words all come from the story, although they don't all come from the vocabulary list. Like other follow-up exercises, this one grows more difficult as the students move up in levels.

4. Word Families. Certain sight words and simple phonics patterns have been isolated for emphasis in each chapter. Focus on these to help students with ESL literacy skills and pronunciation. Sounds to emphasize have been underlined in each word group on each line. Work line by line, or review by jumping back and forth between lines. Feel free to add other words which show student weaknesses.

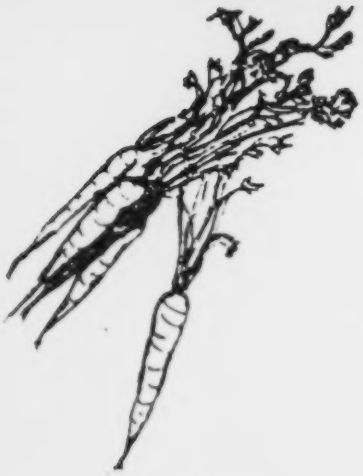
5. Yes or No (True or False). These sections serve three functions. First of all, they allow the student to practice reading. Secondly, they encourage content analysis. Finally, they elicit conversation by allowing the teacher to ask the student to correct the 'No' answers. The students can read and write the exercise first, by themselves. Then instructors can read the sentences to the students. For the false answers, ask them to explain what's correct.

6. Let's Talk About It. This section is oral. You need not require your students to write answers to these questions. In fact, it would be better not to let them see the questions at all. Also, do not be overly concerned if the student does not respond in complete sentences. Comprehension and the fact of the response are more important here than correct grammar.

7. What's the Mistake? The students who gave us these LEA's will not directly benefit from their use more than once. For the most part, student errors have been corrected. However, one mistake has been left in each story. These are contained in the underlined sentences. Each set of exercises contains a "What's the Mistake?" section. The notes in 'For the teacher' explain the error and suggest follow-up activities.

8. What's Your Story? Here is an opportunity for you and your students to create your own LEA at the end of the lesson. Encourage students to bring pictures or actual objects. Write down the story. Use it for a reading. Develop your own lessons for this new LEA.

9. Finally, please remember that this reader is intended to supplement, not supplant, your ESL curriculum. It is an ESL Literacy Reader and has been devised as such; it does not contain inclusive lessons in grammar or survival skills English. Also, do not feel obligated to use every lesson or exercise. Select the ones which are most appropriate to your students' interests, needs, and abilities. Some instructors might want to assign whole chapters for homework. Others might divide one chapter into several parts over a few days. Above all, do not tax your students. Try to have fun with this book!



SOUTHEAST ASIA STORIES

LESSON ONE

"My Job in Cambodia"

1. plant	4. green beans	7. feed
2. cabbage	5. animals	8. early
3. carrots	6. water buffalo	9.

I live on a farm in Cambodia. I am a farm. On the farm we plant corn and cabbage. We plant carrots and green beans too.

There are animals on the farm too. There are water buffalo and there are chickens. My son feeds the chickens every morning. He doesn't like to get up early.

Exercises

I. Please write words from the story:

1. I live on a_____in Cambodia.
2. On the farm we _____ corn and cabbage.
3. We plant carrots and green beans _____.
4. There are _____ on the farm too.
5. There are water buffalo and there are _____.
6. My son _____ the chickens every morning.
7. He doesn't like to _____ early.

II. Word Families

For the teacher. Practice the plural sound in 1, the 'ee/ea' sound in 2, and the initial 'f' sound in 3. In 4, write words which the student may have trouble reading. The student may help you choose these words.

1.	carrots	animals	chickens	beans
2.	green	feed	bean	eat
3.	farm	feed	five	far
4.				

III. g = j sound, g = g sound Which words have the 'j' sound?
Which words have the 'g' sound?

1.	cabbage	large	village
2.	get up	green	go

IV. to, too Use the correct form of 'to' or 'too' in the sentences:

1. There are carrots on my farm. There are chickens _____.
2. I don't like _____ get up early.
3. What time do you go _____ school?
4. I have a son. I have a daughter _____.

V. Yes or No? Which is correct for each sentence? Write yes or no:

1. You can plant corn on a farm. ____
2. You can plant carrots on a farm. ____
3. You can plant chickens on a farm.____
4. You can feed chickens on a farm._____
5. You can feed water buffalo in Pennsylvania._____

VI. Please circle

1. Please circle two animals:

carrot chicken fish sunflower

2. Please circle a good time to get up:

6:30 P.M. 11:30 A.M. 7:30 A.M.

VII. Let's Talk About It

1. Where does this family live?
2. What do they plant on the farm?
3. What animals are on the farm?
4. Who feeds the chickens every morning?
5. Does he like to get up early?

VIII. A Question for You

What time do you get up? I get up at _____.

IX. What's the Mistake?

'I am a farm.'

For the teacher. Explain that a farm is a place. A farmer is a person. Many people words in English have 'er' at the end. Get three examples from the students.

1.
2.
3.

The correct way to read is:

'I am a farmer.'

X. What's Your Story?

Please tell about your job in your country.

LESSON TWO

"A Special Food in Vietnam"

1. different	4. sugar	7. buy
2. soup	5. coconut	8. sidewalk
3. sweet	6. sell	9.

Vietnam has different soups. One soup is sweet soup. Sugar and coconut are in the soup. Beans are in the soup. It is not hot, not cold.

Some people sell this soup. In the country people buy the soup on the farms. On the city people buy the soup on the sidewalk.

Exercises

I. Please write words from the story:

1. Vietnam has _____ kinds of soup.
2. One soup is _____ soup.
3. Sugar and _____ are in the soup.
4. _____ are in the soup.
5. It is _____ hot, not cold.
6. Some people _____ this soup.
7. In the country people _____ the soup on the farms.
8. Some people buy the soup on the _____.

II. Word Families Please read:

1. The pot is not hot.
2. I tell you to sell the bell.
3. The gold is old and cold.
4. The new food in school is soup.
5.

III. c = s sound, c = k sound Which words have the 's' sound? Which words have the 'k' sound?

1.	city	office	face
2.	coconut	cold	country

IV. Yes or No? Which is correct for each sentence? Write yes or no:

1. Vietnam has one kind of soup. _____
2. Sugar and coconut and beans are in sweet soup._____
3. The sweet soup is very hot. _____
4. Farms are in the country. _____
5. There are many sidewalks on farms. _____

V. Opposites Please write the letter next to the opposite:

____1.	hot	a.	country
____2.	sell	b.	cold
____3.	city	c.	same
____4.	different	d.	buy

VI. Vocabulary Please circle:

1. In Vietnam people (buy, beans) soup on the sidewalk.
2. Farms are in the (city, country).
3. (Sugar, Sidewalk) is a food.
4. (People, Coconuts) can sell sweet soup.

VII. Let's Talk About It

1. What is one kind of soup in Vietnam?

2. What is in sweet soup?

3. Is sweet soup very hot?

4. Who sells sweet soup?

5. Where can you buy sweet soup in the country?

6. Where can you buy sweet soup in the city?

VIII. Sentence Completion (Use your own words)

1. In America people sell _____ on the sidewalk.

2. I often buy _____ at the store.

IX. What's the Mistake? (See also 'Hispanic', Lesson Two)

Incorrect: 'On the city people buy the soup on the sidewalk.'
Correct: 'In the city people buy the soup on the sidewalk.'

For the teacher. Many ESL students have problems with prepositons. Try to teach a few of them in their exact uses. For example, 'in' and 'on' can be used to express time and location. In this sentence, the error concerns location. Try to focus only on prepositions of location in this lesson.

1. I live (in, on) Philadelphia. (name of city)

2. I live (in, on) Pennsylvania. (name of state)

3. My brother lives (in, on) Vietnam. (name of country)

4. We go to school (in, on) Market St. (name of street)

5. They sell food (in, on) the sidewalk. (name of location)

6. The book is (in, on) the table. (name of exact place)

X. What's Your Story?

Please tell about a special food in your country.

LESSON THREE

"Special Clothing in Cambodia"

1. wear	4. color	7. clean	10.
2. put	5. take off	8. face	
3. hair	6. hold	9. arms	

Many people in Cambodia wear the krama. When it is very hot, the woman puts the krama on the hair. The color is red and white. She takes it off and holds the baby. She can clean the face with it. She can clean the arms with it. Some people hold food with the krama.

Exercises

I. Please write words from the story:

1. Many people in Cambodia _____ the krama.
2. When it is very hot, the woman _____ the krama on the hair.
3. The _____ is red and white.
4. She takes it off and _____ the baby.
5. She can _____ her face and arms with it.
6. Some people _____ food with the krama.

II. Word Families

For the teacher. In this exercise, the student must hear and write the letter that begins or ends the word you say. Review the letters first. Then choose an order for your dictation. When the exercise is finished, you may read the words together.

1. c h g

___old ___old ____old

2. g n d

re____ le___ te____

3. cl sh

wa _____ _____ othing _____ e _____ean

III. 'ing'. Please read. Study the difference with 'ing' at the end:

1. wear	wearing	3. clean	cleaning
2. take	taking	4. hold	holding

IV. Please circle the correct answer:

1. I (wear, am wearing) my watch everyday.
2. I (wear, am wearing) new shoes today.
3. I (clean, am cleaning) my house right now.
4. I (clean, am cleaning) my house every week.
5. I (hold, am holding) a pencil right now.

V. Yes or No? Which is correct in each sentence? Write yes or no:

1. When it is very hot, the woman puts the krama on her feet. ____
2. Kramas have three colors. _____
3. The woman can hold the baby with the krama. _____
4. People can clean their face with the krama. _____
5. Some people cook food in the krama. _____

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VI. Cloze Exercise. For the teacher. Cloze is 'fill-in-the-blank'. Students should write the words into the story:

it in is she

Many people _____ Cambodia wear the krama. The krama _____ red and white. People wear the krama when _____ is hot. The woman takes off the krama when _____ holds the baby.

VII. TPR (Total Physical Response)

For the teacher. With this exercise, you can give your students commands. What they do is their 'physical response.' It is also useful for your students to give you commands.

1. Please take off your_____.

2. Please put your _____ on the table.

VIII. Let's Talk About It

1. What do many people in Cambodia wear?

2. When do women put the krama on the hair?

3. What color is the krama?

4. What can a woman hold with the krama?

5. What can a woman clean with the krama?

6. Can you hold an elephant in a krama?

IX. What's the Mistake?

Incorrect: 'She takes it off and holds the baby.'
Correct: 'She takes it off and holds her baby.'

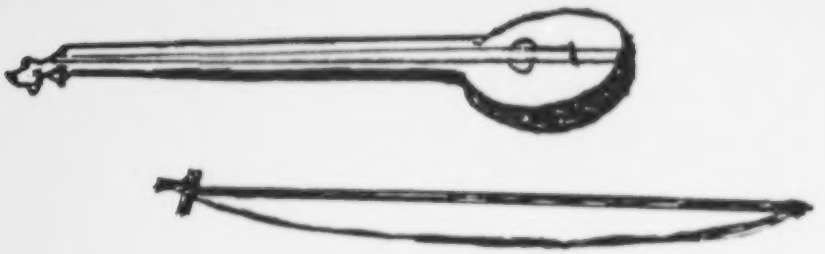
For the teacher. This is not actually a mistake, but a weakness. The student avoided all possessives when she told her LEA story. Below, students should write 'her' next to words where it can be used:

1. _____ hair 2. _____ hot 3. _____ red

4. _____ face 5. _____ arms

X. What's Your Story?

Please tell about special clothing in your country.



LESSON FOUR

"Special Music in Laos"

1. violin	4. horse	7. stick
2. string	5. turn	8. play
3. tail	6. again	9.

A Laotian violin has two strings. The strings are hair from the tail of a horse. We turn the hair tight. If it's tight, that's good. Not tight, we turn again. The man can use a stick to play the violin. He can use his fingers too.

Exercises

I. Please write words from the story:

1. A Laotian _____ has two strings.
2. The _____ are hair from the tail of a horse.
3. We _____ the hair tight.
4. If it's _____ , that's good.
5. The man can use a _____ to play the violin.
6. He can use his _____ too.

II. Word Families Please read:

1.	tail	nail	rain	pain
2.	stick	kick	rock	knock
3.	string	street	straight	
4.	tight	night	fight	

III. Numbers. Please write the numbers next to their names:

_____	two	20
_____	ten	30
_____	twelve	2
_____	twenty	12
_____	thirty	10

IV. Nationality, Language, Country Please circle:

1. He is (Laotian, Laos). He speaks (Lao, Laos).
   He is from (Lao, Laos).

2. He is (Cambodia, Cambodian) He speaks (Cambodia, Khmer).
   He is from (Cambodia, Khmer).

3. He is (Vietnamese, Vietnam). He speaks (Vietnamese, Vietnam)
   He is from (Vietnamese, Vietnam).

4. He is (China, Chinese). He speaks (China, Chinese).
   He is from (China, Chinese).

5. I am _____. I speak _____. I am from _____.

V. Yes or No? Which is correct in each sentence? Write yes or no:

1. A Laotian violin has twelve strings. ____
2. The violin strings come from a horse. ____
3. It is good for the strings to be tight. ____
4. You can only turn the strings one time. ____
5. You can use a stick and your fingers to play the violin. _____

VI. Vocabulary Please write correct words into the blanks:

again fingers use turn

1. When I write, I _____ a pen or pencil.
2. When I want to hear music, I _____ on the radio.
3. If I don't understand the lesson, I study _____.
4. I have two hands and ten _____.

VII. A Question for You

What do you use when you cook?

When I cook, I use _____ and _____ and _____.

VIII. Let's Talk About It

1. How many strings does a Laotian violin have?
2. What animal do these strings come from?
3. How do you turn the hair?
4. What can you use to play this violin?

IX. What's the Mistake?

'Not tight, we turn again.'

For the teacher. The student who gave this LEA was uncomfortable with the conditional 'if' structure. Use sentence completions to get at reason/result. For example:

1. If it is a beautiful day, I like to _____.
2. If it rains, I _____.

'If it's not tight, we turn again.'

X. What's Your Story?

Please tell about a special kind of music in your country.

LESSON FIVE

"A Chinese New Year Custom"

1. friend	4. dollar	7. luck
2. aunt	5. hundred	8. envelope
3. uncle	6. single	9.

The father and mother and friends give money for the New Year to the children. If you have aunts and uncles, they give money. The teacher can give money too.

If you are married, you give money to the children. You can give one dollar, two dollars, five dollars, ten dollars, up to maybe one hundred dollars.

If you are single man or single girl, you don't give money to the children.

The money is good luck for the New Year. It is lucky money! The money comes in a red envelope small. Red color is good luck too.

Exercises

I. Please write words from the story:

1. The father and mother and _____ give money to the children.
2. Aunts and _____ can give money.
3. _____ can give money too.
4. _____ people give money to the children.
5. You can give up to maybe _____ _____ dollars.
6. _____ people don't give money to the children.
7. The money is good _____ for the New Year.
8. _____ is a lucky color for the New Year too.

II. Word Families Please read. For Number 4, write words from the story which are difficult for you to read:

1.	have	give	five	envelope
2.	friend	free	from	Friday
3.	father	mother	teacher	farmer
4.				

III. Numbers Please write the numbers next to the words for them:

10 100 2 12 5 1

_____ one _____ two _____ five

_____ ten _____ twelve _____ hundred

IV. Plurals Please write, then read, the plurals for these words:

1. one aunt two _____
2. one uncle five _____
3. one friend twelve _____
4. one dollar twenty _____
5. one child one hundred _____

V. Yes or No? Which is correct for each sentence? Write yes or no:

1. For the New Year, the father gives money to the mother. ____
2. For the New Year, married friends give money to children. ____
3. A teacher never gives money to children on the New Year. ____
4. Single men don't give money to children on the New Year. ____
5. Money and green color are lucky for the New Year. ___

VI. Male or Female? Please circle:

1. A father is (male, female).
2. A mother is (male, female).
3. An uncle is (male, female).
4. An aunt is (male, female).
5. A friend is (male, female).

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VII. Let's Talk About It

1. Who gives money to the children for the New Year?
2. Do aunts and uncles give money to children for the New Year?
3. Do teachers give money to children for the New Year?
4. How much money can you give to children for the New Year?
5. Do single people give money to children for the New Year?
6. What color is good luck for the Chinese New Year?

VIII. Please Write

For the teacher. You may dictate any five words from the lesson. Words used in the Word Families section are recommended.

1. 2. 3. 4. 5.

IX. What's the Mistake?

'The money comes in a small envelope red.'

For the Teacher. Many ESL students do not understand the adjective-noun word order. In many languages, adjectives come after nouns. You might want to start by asking them to write a simple word pair like 'small envelope' or 'red envelope' in their own language. Then contrast that word order with the English.

'The money comes in a small red envelope.'

Please write these sentences with the correct word order:

1. new I car a have

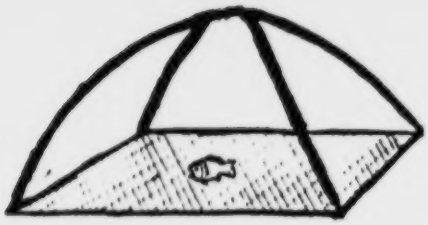
_____ _____ _____ _____ _____.

2. money Single give men don't

_____ _____ _____ _____ _____.

X. What's Your Story?

Please tell about a New Year's custom in your country.



LESSON SIX

"A Minority People In Vietnam and Cambodia"

1. minority	4. market	7.quiet	10.
2. far	5. salt	8. religion	
3. mountains	6. net	9. pork	

Cham people are a minority people in Vietnam and Cambodia. They live far the city. Some Cham people live in the mountains. They come to the market. They buy some salt or fish. They have things they sell to people. They sell food.

Some Cham people live near the river and catch fish. They take the net and bring it to fish. The fish come inside the net. People catch shrimp, crab, and fish.

Cham are very quiet people. They have different religion. Cham people don't eat pork. I never see Cham in the temple.

Exercises

I. Please write words from the story:

1. Cham people are a _____ people in Vietnam and Cambodia.
2. Some Cham people live in the _____.
3. They _____ to the market.
4. Some Cham people live _____ the river.
5. They take the _____ and bring it to fish.
6. People _____ shrimp, crab, and fish.
7. Cham are very _____ people.
8. Cham people don't eat _____.
9. I never see them in the _____.

III. Word Families Please read and practice pronunciation:

1. are	far	car	smart	market
2. sell	tell	yell	smell	
3. net	get	wet	pet	
4.				

IV. Two Words = One Word (Compound words) Please read and write:

1. in + side = _____
2. out + side = _____
3. be + side = _____

V. Vocabulary Please circle the correct word:

1. You can catch shrimp, crab, and fish in a (get, net).
2. The fish come (inside, outside) the net.
3. Quiet people don't (smell, yell).
4. Pork comes from (chickens, pigs).

VI. Sentence Completion Please write your words:

1. At the store I can buy _____. (name of food)
2. My country is near _____. (name of country)

VII. Yes or No?

1. Cham people sell food to people. ____
2. Some Cham people live near the river. ____
3. Cham people never eat fish. ____
4. Cham people always come to the temple. ____

VIII. Let's Talk About It

1. Where do Cham people live?
2. What do they buy at the market?
3. What do they sell?
4. What do they catch near the river?
5. How do they catch fish?
6. Do Cham people eat pork?

IX. What's the Mistake? (See also 'Hispanic', Lesson Two)

Incorrect: 'They live far the city.'
Correct: 'They live far from the city.'

For the teacher. Here is another lesson with prepositions of location. ESL students often need to pay special attention to groups of words with a single meaning. They need to learn these by heart:

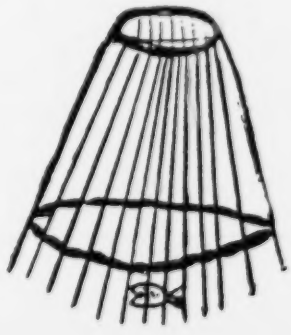
near next to behind in front of far from

Again, remember to put prepositions of location and time into smaller groups. DON'T try to teach all of them in one lesson. For an exercise, you may use simple question/answer about who or what is around the student right now:

1. Who/what is near you?
2. Who/what is next to you?
3. Who/what is behind you?
4. Who/what is in front of you?
5. Who/what is far from you?

X. What's Your Story?

Please tell about a minority people in your country.



LESSON SEVEN

"A Time of Change in Vietnam"

1. take over	4. temple	7. carry
2. for example	5. pray	8. difficult
3. monk	6. field	9.

In 1975 the Communists took over Vietnam. It was a time of great change in my country.

For example, in 1975 monks started to work. Before, they stayed in the temple. People went to visit the monks maybe two times a month. They went to the temple and prayed. They bought food and gave it to the monks. They bought bananas and apples, not meat. The monks don't eat meat.

After 1975 monks went to work in the field. They planted some rice by themselves. They carried the rice.

It was more difficult to visited the monks after 1975.

Exercises

I. Please Write Words from the Story:

1. Communists took over Vietnam in _____.
2. 1975 was a year of great _____ in Vietnam.
3. Before 1975 the monks stayed in the _____ .
4. After 1975 the monks started to _____ .
5. Before 1975 people went to _____ the monks in the temple.
6. People _____ food for the monks.
7. Monks eat _____ , but they don't eat _____ .
8. After 1975 monks _____ and _____ rice.

II. Regular Past Tense Pronunciation Please read and practice:

1. started planted visited ('tid')
2. stayed prayed learned ('duh')
3. marry married carry carried ('eeduh')

III. Irregular Past Tense Please read, then circle:

1. Yesterday I took my child to school. I (take, talk) him to school everyday.
2. Last night I bought some eggs at the store. I (bring, buy) eggs every week.
3. Last month I went to see my friend. I (was, go) to see my friend every month.

IV. Past Tense Sentence Completion Please write your own words:

1. Last week I visited _____. (name a person)
2. Last week I visited _____. (name a place)
3. Last week I bought _____ at the store.

V. Present and Past Tense Word Families

1. I carry water. I carried water.
2. I marry her. I married her.
3. I buy eggs. I bought eggs.
4. I fight you. I fought you.
5. I teach English I taught English.

VI. Let's Talk About It

1. When did Communists take over Vietnam?
2. Before 1975, where did monks stay?
3. How often did people visit the monks?
4. What did people buy for the monks?
5. Do monks eat apples? Do monks eat rice? Do monks eat meat?
6. What work did monks do after 1975?

VII. True or False? Which is correct for each sentence?

1. Communists took over Vietnam in 1795. ____
2. Before 1975 many monks worked in the fields. ____
3. People often bought meat and gave it to the monks. ____
4. It was easy to visit the monks after 1975. ____

VIII. Vocabulary Please write the words into the sentences:

for example monk temple field difficult

1. This lesson is not easy. It is very _____.
2. A _____ lives in the temple. He doesn't eat meat.
3. A _____ is a place where people go to visit monks and pray.
4. I like to do things outside. _____, I like to fish.
5. You can plant rice in a _____.

IX. What's the Mistake?

'It was more difficult to visited the monks after 1975.'

For the teacher. ESL students often get confused about verb tense. They frequently try to make the infinitive 'agree' with the tense of the verb. Try to explain that the main verb may change, but the verb after 'to' doesn't.

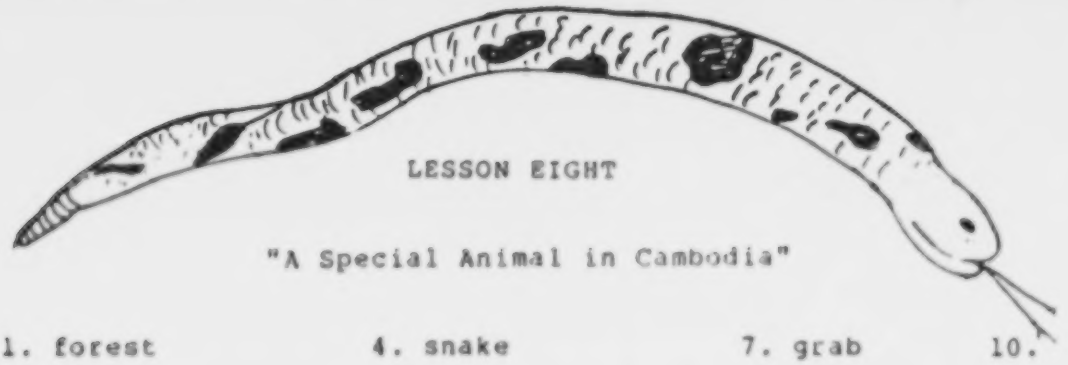
'It was more difficult to visit the monks after 1975.'

Please write the correct form of 'see' into these sentences:

1. I like to _____ my friend everyday.
2. I will go to _____ my friend tomorrow.
3. I went to _____ my friend yesterday.

X. What's Your Story?

What year was a time of great change in your country? Why?



LESSON EIGHT

"A Special Animal in Cambodia"

1. forest	4. snake	7. grab	10.
2. hill	5. wrap	8. bite	
3. weight	6. catch	9. burn	

One time I was walking in the forest. My friend and I walked up a hill. We saw a very big snake. It weight 57 pounds. It was very long, from head to tail.

This snake can eat people. It can wrap around people. It can drink blood from people.

My friend wanted to catch the snake. He came up behind the snake. He used his hands to catch the snake. He grabbed the snake behind the head. It could not bite him.

He killed the snake. We took it home. We ate the meat from the snake. We used the fat from the snake to put on the burns. I made a purse from the snake skin.

Exercises

I. Please write words from the story:

1. My friend and I were walking in the _____.
2. We walked up a _____ and saw a big _____.
3. This snake can wrap _____ the people.
4. My friend used his _____ to catch the snake.
5. He _____ the snake behind the head.
6. We _____ the snake and took it home.
7. We put the snake fat on _____.
8. I made a _____ from the snake skin.

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II. Word Families Please read and practice sounds:

1. catch	lunch	watch	chicken
2. weight	eight	tight	bite
3. wrap	wrong	write	right

III. Regular Past Tense Please read. Study the different sounds:

1. grabbed	killed	used	stayed	('duh')
2. walked	wrapped	stopped	liked	('tuh')
3. wanted	started	planted	visited	('tid')

IV. Irregular Past Tense Please write the correct past tense verbs:

saw came took ate made

1. I eat dinner every night. Last night I _____ chicken.
2. I make clothes for my friends. Yesterday I _____ a dress.
3. I see my teacher everyday. Last night I_____ him at the store.
4. My son comes home at 3:00. On Monday he _____ home late.
5. I take my baby to the hospital. I_____my baby there yesterday.

V. Irregular Past Tense Please write the correct past tense verbs:

saw came took ate made

Yesterday my friend _____ to visit me. We _____ fish for dinner. We _____ the fish together. But my friend did not finish her dinner. She _____ some fish home.

This morning I _____ her at school. She was very happy. We went to class together.

VI. True or False?

1. These two people were walking in the city. ____
2. The snake was 57 inches long. ____
3. Her friend came up in front of the snake. ____
4. He used his hands to catch the snake. ____
5. They put the skin from the snake on burns. ____

VII. Sentence Completion Please write your own words:

When I wrap a package, I put _____ around it. Then I take the package to the _____ _____ and mail it there.

VIII. Let's Talk About It

1. Where were they walking?
2. What did they see?
3. How much did it weigh?
4. What can this snake do to people?
5. How did her friend catch the snake?
6. Could the snake bite him?
7. How did they use the fat from the snake?
8. What did she make from the snake skin?

IX. What's the Mistake?

Incorrect: 'It weight 57 pounds.'

Correct: 'It weighed 57 pounds.'
or
'Its weight was 57 pounds.'

For the teacher. ESL students often confuse English words that have more than one form. You can give the student sample word pairs. Illustrate them in sentences which model each use:

weigh weight

1. How much do you weigh? I _____ 130 pounds.
2. What is your weight? My _____ is 130 pounds.

X. What's Your Story?

Please tell about a special animal in your country. Is there some animal in your country that other countries don't have?

LESSON NINE

"A Trip in Vietnam"

1. metal	4. motor	7. deck	10.
2. wind	5. oil	8. dock	
3. sail	6. middle	9. occupation	

I lived in Quang Nam. My aunt lived in Hanoi. When I was small, I went to visit my aunt in Hanoi.

I lived near the river. I took a big boat to Hanoi. Maybe 100 or 200 people could go on the boat. The boat was red and yellow. It was metal, same thing as the chair.

The wind will push the sail. The wind will blow the sail. My boat had no sail. It had oil for the motor. The motor was in the middle.

People could sit under the deck and inside. It took maybe 8 or 9 hours. But we didn't get hungry. The boat had food to eat. It had bread and rice and meat and fish and coffee and water.

We arrived at the dock. We walked from the dock to her home. My aunt did not live far from the dock.

My aunt's occupation in Hanoi was own the store. She sold books and ice cream, coffee and bread.

This was a long time ago. Now I don't know where she lives.

Exercises

I. Please write words from the story:

1. When I was little, I went to _____ my aunt in Hanoi.
2. In Quang Nam I lived _____ the river.
3. The boat was _____, same thing as the chair.
4. The _____ will push and blow the sail.
5. The boat had no sail. It had oil for the _____.

6. On the boat, people could sit under the _____.

7. After we arrived, we walked from the _____ to her home.

8. In Hanoi my aunt _____ books, coffee, ice cream and bread.

II. Word Families Please read:

1. She wanted to push the fish on my dish.

2. Jack saw the dock from the deck.

3. Our trip took two hours.

4. The oil made noise when it boiled.

5. The slow snow will blow on the street.

6. A boat will not float on a road.

III. Numbers Please write letters to finish the number words:

8 e _ _ _ _ 100 _ n _ _ _ _ _ _ _ _ d

9 _ i _ _ 200 _ _ o h _ _ _ _ _ _

IV. Past Tense Please circle the correct present tense verbs:

1. Yesterday I could go. Today I (can, cold) go.

2. Yesterday it was cold. Today it (will, is) hot.

3. Last night we had fish. We (have, are) fish everyday.

4. She sold her gold last year. I (see, sell) my gold today.

V. Vocabulary Answer each question. Write the answer in the blank:

1. What time do you arrive at school everyday?
   I arrive at school at _____.

2. What time do you leave school everyday?
   I leave school at _____.

3. What year did you leave your country?
   I left my country in _____.

4. What year did you arrive in America?
   I arrived in America in _____.

VI. Vocabulary Please circle:

1. Which one is metal: apple paper knife skin
2. Which one has a motor: rock book car bird
3. Which one is not on a boat: sail hill motor deck

VII. True or False?

1. When she was small, she lived near the mountains. ____
2. Her boat had a sail and a motor. ____
3. The motor was in the middle of the boat. ____
4. The trip from Quang Nam to Hanoi was more than five hours. ____
5. Her aunt lived near the dock. ____
6. Now her aunt lives in America. ____

VIII. Let's Talk About It

1. Where did she live when she was small?
2. How did she travel from Quang Nam to Hanoi?
3. How many people could go on the boat?
4. What color was the boat?
5. Where did people sit?
6. What could people eat on the boat?
7. How did they get from the dock to the aunt's home?
8. What did the aunt sell in her store?

IX. What's the Mistake?

'My aunt's occupation in Hanoi was own the store.'

For the teacher. When ESL students are asked for their occupation, they should give the 'person' word and not the activity. The corrected sentence is:

'My aunt's occupation in Hanoi was store owner.'

Ask the student: 'What was your occupation in your country?'

'In my country I was a _____.'

Check to make sure the student's answer is a person word.

X. What's Your Story?

Tell about a trip you took in your country. Where did you start? How did you travel? How long did it take? Who were you visiting?

LESSON TEN

"Cambodian Money"

1. Buddha	3. play	5. better	7.
2. picture	4. scared	6. nice	8.

This is Cambodian money -- fifty dollars. One side has a picture of Angkor Wat. 'Wat' is the same as 'temple'. Maybe three monks live inside. Angkor Wat has a Buddha inside. People sometimes go to pray there. On the New Year many people go to pray there.

The Cambodian words mean 'bank of Cambodia' and 'fifty dollars'. The other side has a picture of a boat and four people on the boat. The boat is on the river. Sometimes I saw the river near Phnom Penh. The name is Mekong River.

When I went to the river I rode a boat. Sometimes I went to play there on the New Year. On the New Year a lot of people went to the river. I didn't went swimming. I was scared. Nobody went swimming.

I like Cambodian money better than American money. It looks nice.

Exercises

I. Please write words from the story:

1. Cambodian money has a _____ of Angkor Wat.
2. Sometimes people go to _____ at Angkor Wat.
3. The other _____ of the money has a picture of a boat.
4. The Mekong _____ is near Phnom Penh.
5. Sometimes I _____ a boat on the river.
6. I was _____ to go swimming.
7. I like the Cambodian money _____ than American money.

II. Word Families Please read. Study the different sounds:

1. pray play pay picture people stop
2. live give river fifty five very
3. dollars monks sometimes looks nice

III. 'Nobody went swimming' Please circle the correct spelling:

1. Yesterday I went (swim, swimming).
2. I like to (swim, swimming) every day.
3. Last week I went (shop, shopping).
4. I go (shop, shopping) every day.
5. I like to (shop, shopping).

IV. Past Tense Please write the words into the story:

saw rode went bought

Last week we _____ to visit some friends in New York. We _____ the train to New York. It was a long trip. We _____ our friends at the train station. They took us downtown. Everyone _____ new clothes at a large store. We came home at 9:00.

V. Vocabulary Please write 'the same' or 'different':

1. Wat and temple are _____.
2. Large and big are _____.
3. Large and small are _____.
4. Cambodia and America are _____.

VI. 'like better' Please circle answers for you:

1. I like (hot, cold) days better.
2. I like (big, small) cities better.
3. I like (long, short) hair better.
4. I like (a lot of, a little) money better.

VII. True or False?

1. Angkor Wat is a river. ____
2. Cambodian money has two sides. ____
3. The Mekong River is near Phnom Penh. ____
4. A few people go to the Mekong River on the New Year. ____

VIII. Let's Talk About It

1. What is on one side of Cambodian money?
2. How many monks live inside Angkor Wat?
3. What do people do inside Angkor Wat?
4. What words are on Cambodian money?
5. What picture is on the other side of Cambodian money?
6. When do many people go to the river near Phnom Penh?
7. What do people do on the river?
8. Why do some people not go swimming in the river?

IX. What's the Mistake?

'I didn't went swimming.'

For the teacher. ESL students often confuse the past tense and the past tense negative. Remind them that the past negative structure goes into the 'didn't' word. The 'go' word stays the same:

'I didn't go swimming.'

Ask your students to read these past tense forms. Then read them with 'I didn't':

started prayed walked took saw ate

X. What's Your Story?

Do you have any money from your country? If you do, bring it to class. Tell about the words and pictures on both sides. If you don't, can you remember the money? Can you tell about it?

LESSON ELEVEN

"An Important Year in Laos"

1. important
2. independent
3. rule
4. century
5. graduate
6. weak
7. win
8.

1954 was a very important year in Laos. In this year, Laos became an independent country.

Before 1954, France ruled Laos. France came into Laos in the 19th century. The French stayed in Laos for more than fifty years. These years were not good ones for Laos. Most Laotians could not read. Few Laotians graduated from high school. Many people were poor.

After World War II ended in 1945, the French rule over Laos was weak. Many Laotian people wanted independence. Since seven years they fought for freedom. In 1953, leaders from Laos and France signed a paper. The paper gave independence to Laos.

The French left Laos in 1954. They left Vietnam and Cambodia too. All three countries won their independence in the same year.

In 1954, Laos was free.

Exercises

I. Please write words from the story:

1. 1954 was a very _____ year in Laos.
2. In 1954, Laos became an _____ country.
3. France _____ Laos for 50 years.
4. In these years, few Laotians _____ from high school.
5. After World War II, French rule over Laos was _____.
6. The French left _____, Vietnam, and Cambodia in 1954.

II. Regular Past Tense Please read. Study the 'ed' sounds:

1. ruled stayed signed carried
2. graduated ended wanted
3. I wanted to graduate, so I stayed in school.
4. I signed the paper to end the problem.

III. Past Tense Irregular Please write the words into sentences:

became came fought gave left won

1. I leave today. You _____ yesterday.
2. They fight everyday. We _____ last week.
3. You come often. She _____ one day last month.
4. I become an American today. He_____an American last year.
5. We win that game everyday. She _____ that game yesterday.
6. I often give him money. I _____ him money last Tuesday.

IV. 'century'

1. Please circle the number of years in a century: 1 10 100
2. Please circle the year in the 19th century: 1945 1894 1954
3. Please circle the year in the 20th century: 1854 1989 2010

V. Vocabulary Please write 'the same' or 'different':

1. freedom -- independence _____
2. fifty -- 15 _____
3. weak -- strong _____
4. 50 -- fifty _____
5. end -- finish _____

VI. Country, People, Language Please circle the correct words:

(France, French) is not a big country. But the (France, French) people ruled (Laos, Laotian) for many years. The (Laos, Laotian) people were not happy. They did not want to hear the (France, French) language. In 1954 (Vietnam, Vietnamese) and (Cambodia, Cambodian were free countries too. The (Vietnam, Vietnamese) and (Cambodia, Cambodian) people were happy too.

VII. True or False?

1. Laos became an independent country in 1854. ____
2. England ruled Laos for more than fifty years. ____
3. Many Laotian people were poor when the French ruled. ____
4. The French rule over Laos was weak after 1945. ____
5. The French only left Laos in 1954. ____

VIII. Let's Talk About It

1. When did France come into Laos?
2. How long did France rule Laos?
3. Why were these years bad ones for Laos?
4. What did many Laotian people want after 1945?
5. How did leaders from France give independence to Laos?
6. When did France leave Laos?

IX. What's the Mistake?

Incorrect: 'Since seven years they fought for freedom.'
Correct: 'For seven years they fought for freedom.'

For the teacher. Explain to students that they cannot use the word 'since' for a number time period. They must use 'for' with a numbered time period. Use 'since' with a named time period (month, day, year). Also, 'since' only describes from past to present.

1. I studied at Community College (for, since) three years.
2. I have lived in America (for, since) 1980.
3. I have lived in America (for, since) ten years.

X. What's Your Story?

Please tell about an important year in the history of your country.

LESSON TWELVE

"A Ghost Story from Vietnam"

1. ghost	4. nun	7. protect	10.
2. smoke	5. gown	8. spirit	
3. pour	6. scared	9. tears	

I saw a ghost once.

I was very young, maybe 17 years old. It was about midnight. I couldn't sleep. I had nothing to do. So I got up and walked outside to smoke a cigarette.

My family planted flowers around the house. I decided to get some water to put on the flowers. When I poured the water, I saw the ghost.

It was standing near the corner, in front of the house. The ghost was an old nun. She wore a long white gown. She had no hair. Her skin was yellow color. She had no hands, no legs too. I thought maybe she can fly.

I was a little scared. But the ghost was very scared. She went away very fast. I came back inside. I slept. The ghost came to me. "Don't cry," she said. "I will protect you."

Maybe I only dreamed. Or maybe my spirit talked to her. I don't know. But when I wake up, there were tears in my eyes.

I. Please write words from the story:

1. I saw a ghost _____.
2. At about midnight I walked outside to _____ a cigarette.
3. When I _____ water on the flowers, I saw the ghost.
4. It was standing near the _____ of the house.
5. The ghost _____ a long white gown.
6. Because the ghost had no _____, I thought maybe she can fly.
7. After the ghost went away, I came back inside and _____.
8. The ghost came to me and told me not to _____.

II. Past Tense Regular Please read and practice:

1.	walked	talked	wrapped	stopped
2.	planted	started	decided	needed
3.	poured	dreamed	prayed	married

III. Past Tense Irregular Please write words into sentences:

got up wore said thought slept had

1. I usually have tea for breakfast. But today I_____coffee.
2. I usually wear pants to work. But today I_____a dress.
3. I usually think about food. But today I_____about love.
4. I usually get up early. But today I_____late.
5. I usually sleep for six hours. But today I_____for ten hours.
6. I usually say 'Hello' to my boss. But today I_____'Hi'.

IV. can/can't, could/couldn't Please write words into the story:

When I was young, I _____ run very fast. No one could catch me. but I _____ jump high. All my friends could jump better than I could. Now I am old. I am slow. I _____ run fast anymore. But am smart. I study well. That's why I _____ learn English so fast!

V. Two-Word Verbs Please circle the correct word in each sentence:

1. What time do you get (on, up) in the morning?
2. You should be careful when you get (on, up) the bus.
3. When the crazy man stopped me, I told him to go (up, away).
4. She left home at 5:00, but she came (back, to) at 7:30.
5. I come (back, to) class at 1:30. I go home at 4:00.

VI. Vocabulary Please write words into the sentences:

tears corners pour once ghost protect

1. A _____ is a dead person you see.
2. _____ is one time, and twice is two times.
3. When you _____ water, it goes down into the glass.
4. Most rooms have four _____.
5. Most parents _____ their children. They want their children to be safe and happy.
6. When a person cries, _____ come down from his eyes.

VII. True or False?

1. It was night time when he saw the ghost._____
2. The ghost was standing near the front door._____
3. The ghost had no hands, no legs, and no hair._____
4. The ghost said she wanted to hurt the man._____
5. There was no ghost. It was a dream._____

VIII. Let's Talk About It

1. Why did the man go outside at midnight?
2. When did he see the ghost?
3. Where did he see the ghost?
4. What did the ghost look like?
5. Who went away very fast?
6. What did the ghost say to the man?

IX. What's the Mistake? (See also Hispanic, Lesson Seven)

Incorrect: 'When I wake up, there were tears in my eyes.'
Correct: 'When I woke up, there were tears in my eyes.'

For the teacher. Many foreign languages contain no past tense. Remind students when they omit these verb forms. For practice, get them to tell simple past tense stories. For example, they must put these present tense verbs in the past to tell a story about their day so far: 'I _____'. 'Then I _____.'

wake up have pour walk talk

X. What's Your Story?

Do you know any ghost stories from your country? Did you ever see a ghost? Do you know someone who saw a ghost? Tell about it!

LESSON THIRTEEN

"Hmong Creation Legend"

1. creation	4. flood	7. stone	10.
2. legend	5. barrel	8. roll	
3. cover	6. climb	9. trick	

Hmong people live in Laos now. But we are a very old people. There is a legend about the creation of our people.

The story that created my culture is a story about water which covered the earth. Here is the story.

One night many years ago there was a very bad flood. Water covered the earth. All people were die. Only one brother and sister were still alive. They lived in a barrel.

The flood ended. There were no people. The brother said to his sister, "Can we get married?"

"No," she said. "But you take these two round stones. Climb to the top of the mountain. Roll them down the hill. If one stone covers the other stone, we can get married."

The brother climbed to the top of the mountain. He rolled the rocks down the hill. They did not come to cover together. So the brother decided to trick his sister. He put them together.

After that they married each other. They had 12 children. The children's names were Vang, Lee, Chang, Thao, Moua, Xiong, Lor, Her, Vue, Kue, and Khang.

Even today, Hmong people use these names for the last names in each family.

Exercises

I. Please write words from the story:

1. One night many years ago a bad _____ killed all the people.
2. Only two people were still _____ after the flood.
3. The sister told her brother to _____ two stones down a hill.
4. When the stones did not come together, the brother _____ his sister.
5. Their children's names are still the _____ names in Hmong families.

II. Regular Past Please circle two words with the same 'ed' sound:

1.	climbed	created	rolled
2.	decided	needed	covered
3.	married	ended	carried
4.	ended	tricked	stopped

III. Word Families Please read. Study the different sounds:

1.	flood	blood	food	spoon
2.	live	alive	child	children
3.	each	earth	create	creation
4.	ago	together	legend	vegetable

IV. Vocabulary Please write the correct words into the blanks:

flood barrel legend cover climb

1. When you go up a hill, you _____ it.
2. When you cook rice, you should _____ the pot.
3. Much land is under water in a _____.
4. A _____ is an old story from the beginning of a culture.
5. You can put water in a _____.

V. Vocabulary Please circle the correct answer from the two choices on the right:

1.	This one is taller.	mountain	hill
2.	This one is the same as 'stone'.	barrel	rock
3.	A_____ball will roll.	round	square
4.	When you trick someone, you tell	the truth	a lie

VI. 'live -- alive' Please circle words in the story. Then read:

My father is still (live, alive). He (lives, alive) in Boston. My brother and sister are still (lives, alive) too. They (live, alive) in Florida.

VII. True or False?

1. The Hmong story of creation is about a flood. ____
2. All people died during the flood. _____
3. After the flood, the sister wanted to marry her brother. ___
4. Twelve Hmong family names come from this legend. ____

VIII. Let's Talk About It

1. Where do Hmong people live now?
2. In the legend, who lived after the flood?
3. What did the sister tell the brother to do?
4. How did the brother trick his sister?
5. What were the names of their children?

IX. What's the Mistake?

Incorrect: 'All people were die.'
Correct: 'All people died.'
or
'All people were dead.'

For the teacher. ESL students often confused 'die/dead' and 'live/alive' (see Exercise VI) in their language structure. If your students don't know about verbs and adjectives, teach them that 'dead' goes with some form of 'to be.' Use this please circle/ sentence completion exercise with them for their mother or father:

My father is (live, alive, die, dead).

He (lives, alive) in _____. (name of country)

or

He (died, dead) in 19_____. (write year)

X. What's Your Story?

Please tell an old legend about the early days of your people. Is there a creation story in your culture? Is there a legend about the first man and woman? How about a story about a big flood?

LESSON FOURTEEN

"Wedding Day Customs in Vietnam"

1. ceremony
2. ancestors
3. choose
4. groom
5. bride
6. altar
7. gift
8. property
9. bunch
10.

On the wedding day, the groom's family goes to woman's house to pick up the bride. They have a ceremony there. They pray to the ancestors of the woman. But first they have to choose a good time, a good day to come into the house. They study the name of the woman and the name of the man. They study the age and what year they were born. Then they come and pray in the woman's house.

If the groom's family lives far away, they stay in house of bride overnight. But the bride and groom can't stay together yet.

The next day the groom's family takes the bride to the groom's home. They have another ceremony at the man's house. They pray in front of the altar. The bride and groom get gifts. They get property to build up their life. Married people explain to the bride and groom what to do in the future.

All kinds of food are on the altar. Some fruit is on the altar. Two candles, red color, are on the altar. Bananas, chicken, oranges, fried vegetables and cake are on the altar too.

The orange is the good luck fruit for the wedding. Bananas are good luck too. But you must to have a whole bunch.

In the ceremony, they become man and wife after they pray.

After the ceremony the groom rents the bus. Many people come to the man's house or to a restaurant for a big party. The groom's family pays for the party. They invite every friend to come. They decorate the home with flowers and coconut leaves.

People go inside the house. They eat and dance. They stay the whole day, until midnight. They take pictures to remember.

I. Please write words from the story:

1. On the wedding day, the groom's family _____ the bride.
2. The families study the_____and_____of the bride and groom.
3. The bride and groom get_____and_____to build up their life.
4. _____ and _____ are the good luck fruits for the wedding.
5. After the wedding ceremony, there is a big _____.

II. Word Families: Plurals Please read. Review pronunciations:

1. leaf	leaves	life	lives	wife	wives
2. bunch	bunches	lunch	lunches	watch	watches
3. orange	oranges	age	ages	wage	wages
4. party	parties		ceremony		ceremonies

III. Past Tense Please write past tense of verbs into the story:

On the wedding day, the groom's family _____(goes) to the woman's house. But the bride and groom _____(can't) stay together yet. In the ceremony, they _____(become) man and wife after they _____(pray). At the party, people _____(eat) and _____(dance) and _____(take) pictures.

IV. go/goes do/does Please circle the correct verb form:

1. The groom (go, goes) to the house of the bride.
2. The bride and groom (go, goes) to the ceremony together.
3. The groom (do, does) not stay with the bride before the ceremony.
4. Many people (do, does) the decoration for the party.
5. The friends of the bride and of the groom (go, goes) to the party too.

V. Two Words = One Word (Compound Words) Write your own words:

1. If you stay overnight, you leave in the _____.
2. If you oversleep, you sleep too _____.
3. Midnight is the _____ of the night.

VI. Vocabulary Circle the word that completes each sentence:

1. Family who lived before you are your (bunch groom ancestors).
2. (Money Fruit Grass) does not grow outside.
3. (Altar Gift Party) is not in the wedding ceremony.
4. (Fruit Bus Candle) is not on the wedding altar.

VII. True or False?

1. The bride's family comes to the man's house to pick up the groom. ____
2. There are ceremonies at the bride's house and the groom's house. ____
3. Fruit and white candles are on the altar. ____
4. The man and woman must pray before they are married. ____
5. After the ceremony, the party is always at a restaurant. ____

VIII. Let's Talk About It

1. What does the groom's family do at the bride's house?
2. What happens at the groom's home?
3. What is on the altar?
4. Where does everyone go after the wedding ceremony?
5. How do people decorate the groom's home?
6. How long do people stay at the wedding party?

IX. What's the Mistake?

Incorrect: 'But you must to have a whole bunch.'
Correct: 'But you must have a whole bunch.'

For the teacher. ESL students often confuse the two helping verbs 'must' and 'have to'. You might want to teach them in the same lesson with 'should/ought to' and 'can/able to'. You can use a circle exercise, fill-ins, or -- as here -- sentence completion:

1. If you have children, you must _____.
2. Every day (month, year) I have to _____.

X. What's Your Story?

Please tell about wedding day customs in your country. If you are from Vietnam, talk about more customs which this person did not say!

LESSON FIFTEEN

"My Story"

1. courtship	4. attack	7. resettle	10.
2. lizard	5. escape	8. mechanic	
3. survive	6. accept	9. refugee	

I was born in Cambodia. I grew in Battambang city. My family was Chinese. My father owned a general store. My mother helped in the store. When the children came home from school, we helped in the store too.

I met my wife in Cambodia. Our parents were friends. They introduced us. After a long courtship we got married. That was in 1974.

In 1975 Pol Pot and the Khmer Rouge took over Cambodia. Pol Pot sent all of the people out of the cities. He put us in work camps. He forced us to work all day and all night. He did not feed us. We ate bugs and lizards. If we tried to steal food, Pol Pot killed us. A lot of people died because of Pol Pot. About two or three million, I think. I don't know. My wife and I were lucky. We survived.

In 1979 the Vietnamese attacked the Khmer Rouge in Cambodia. The Vietnamese won. The people were free. But many Cambodians didn't like the Vietnamese Communist government. My family decided to escape. We walked to the Thailand border. It took us two weeks to walk there. It was very dangerous. When we crossed the border, the Thai soldiers put us back into Cambodia. So we tried to escape again. We hid under rice bags in a truck. This time we were successful. When the truck crossed the border, we ran away.

In 1980 the American government accepted us to come to America. We came as refugees. We resettled in Philadelphia. My wife and I studied English for six hours a day. When I graduated from the English program, I went to training school. I learned to be an auto mechanic. A local company hired me. I have been an auto mechanic for eight years.

We have three children now, two girls and one boy. The children go to public school. They speak English better than we do. They speak Cambodian too, but they can't read or write it. I want them to study Cambodian, so they won't forget. It is very important for Cambodian people not to forget.

I would like to leave Philadelphia someday. I have a friend who lives in Florida. He bought some property there. He moved last year. He built his own house. When we have enough money, maybe we can move to Florida too.

Exercises

I. Please write words from the story:

1. Meng's family business in Cambodia was _____.
2. Meng and his wife were lucky to_____the years of Pol Pot.
3. They walked for two weeks to get to the Thai _____.
4. After he went to training school, a_____company hired him.
5. Now he wants to move to Florida because a friend told him about _____ there.

II. Regular Past Tense Please circle one word which doesn't have the same 'ed' pronunciation in each group:

1.	crossed	helped	survived	attacked
2.	killed	died	graduated	resettled
3.	walked	liked	introduced	studied
4.	graduated	learned	accepted	wanted
5.	hired	moved	owned	decided

III. Irregular Past Please find the correct past tense verbs in the story:

1. We _____ in a closet. No one could find us.
2. The letter was important. I_____it by overnight mail.
3. After I had saved enough money, I _____ a new car.
4. I_____ my teacher on the first night of class. I didn't know him before that.
5. Were you happy when your city's sports team _____ the championship game?
6. The house was very small, so we _____ one more room on the first floor.

IV. Numbers Please match numbers and words which are the same:

____1. two thousand	a. 200
____2. two million	b. 200,000
____3. two hundred	c. 20,000
____4. two hundred thousand	d. 2,000,000
____5. twenty thousand	e. 2,000

V. One Word, Two Spellings Please circle the correct spelling for use in each sentence:

1. City Hall is an important (build, building) in every city.
2. It is very (danger, dangerous) to smoke cigarettes in bed.
3. (Thai, Thailand) people met (Cambodia, Cambodian) people at the border.
4. Everyone wants to be a (success, successful). No one wants to fail.

VI. Vocabulary Please write words into sentences which show their meanings:

survive attack escape accept resettle

1. When you _____ , you go to live in a new place.
2. When you _____ , you get out and become free.
3. When you _____ , you jump on someone and hit him.
4. When you _____ , others die and you live.
5. When you _____ , you say, 'it's ok with me.'

VII. True or False?

1. Meng met his wife in school in Cambodia. ____
2. Pol Pot put Cambodian people in work camps for 4 years. ____
3. The Thai soldiers were friendly to people who tried to cross the border. ____
4. Meng has been an auto mechanic since 1980. ____
5. It is possible to buy property in Florida. ____

VIII. Let's Talk About It

1. Where did Meng's family live? What languages did they speak?
2. How did he meet his wife?
3. What did Pol Pot do to the Cambodian people?
4. Why did Meng decide to escape from Cambodia in 1979?
5. How did he escape?
6. Did his family come to America as immigrants?
7. How many schools did he attend in America? What did he learn?
8. How many children does he have? Why does he worry about them?

IX. What's the Mistake?

Incorrect: 'I grew in Cambodia.'
Correct: 'I grew up in Cambodia.'

For the teacher. ESL students often confuse the word 'grew' with the idiom 'grew up'. Explain that 'grew up' usually talks about people's countries of origin. 'Grew' usually talks about places or things, although it can refer to a person's height. Please circle the answers below. Then complete the sentence:

1. New York (grew, grew up) very quickly in the first half of this century.

2. My uncle (grew, grew up) in a small town near Chicago.

3. My hair (grows, grows up) too quickly. I often need haircuts.

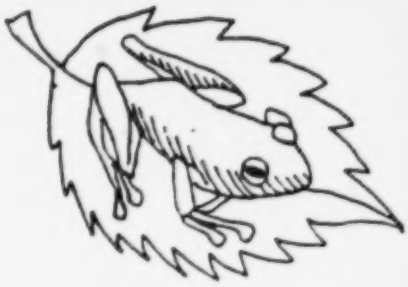
4. Is it better for children to (grow, grow up) in the city or country?

5. That boy (grew, grew up) ten inches in one year.

6. I grew up in _____.

X. What's Your Story?

Please tell your story. Tell about your life in your native country and your life in America. What have been the important years in your life? Why?



HISPANIC STORIES

LESSON ONE

"A Special Animal in Puerto Rico"

1. frog	4. little	7. plant
2. sing	5. grow	8. humid
3. jump	6. kid	9.

The Coqui is a frog. We have this Coqui only in Puerto Rico. This is because Puerto Rico is very hot.

It sings in the night, but nobody sees him. He jumps and sings too. He's something like a bird.

He's little. He's small. He never grows -- only a little.

He can be a he or a she. We don't know. He sings all night.

Some kids take him for play. All the time he live in the plant. He likes to live in the humid country.

Exercises

I. Please write words from the story:

1. The Coqui is a _____ .
2. We have this Coqui _____ in Puerto Rico.
3. This is because _____ is very hot.
4. It sings in the night, but _____ sees him.
5. He _____ and sings too.
6. He's something like a _____ .
7. He never _____ -- only a little.
8. Some kids take him for _____ .

II. Word Families Please read and practice sounds:

1.	bird	third	thirty
2.	play	plate	plant
3.	sing	thing	bring
4.			

III. Two Words = One Word (Compound Words) Please write:

1. no + body = _____
2. some + thing = _____
3. no + thing = _____
4. some + body = _____

IV. 'j' sound in English Please read and practice:

1. He jumps on the house.
2. The jar is under my hat.
3. His joke is good.

V. Listening Please circle the correct letter when your teacher speaks. For the teacher: you don't have to use the word in the lesson.

1.	t	f	sm	_____all
2.	n	f	s	_____ight
3.	p	g	t	ho_____
4.	n	p	t	ca_____

VI. Vocabulary Please write 'S' for Same, 'D' for Different:

1.	little	small	_____
2.	he	she	_____
3.	kids	children	_____
4.	bird	frog	

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VII. Yes or No? Which is correct for each sentence? Write yes or no:

1. The Coqui is a frog._____
2. Puerto Rico is very hot._____
3. The Coqui sings in the day time._____
4. The Coqui is little and never grows._____
5. The Coqui likes to live in the humid country._____

VIII. Let's Talk About It

1. What is the Coqui?
2. How many countries has the Coqui?
3. What country has the Coqui?
4. When does the Coqui sing?
5. Who takes the Coqui for play?
6. Where does the Coqui live?

IX. What's the Mistake?

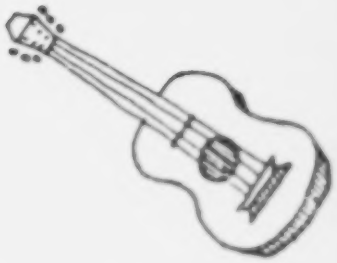
Incorrect: 'All the time he live in the plant.'
Correct: 'All the time he lives in the plant.'

For the teacher. Dropping the 's' on the 3rd person singular present tense verbs is the champion of ESL errors. Try to accustom your student to this habit quickly. Begin with practice readings of the verbs in this chapter:

It sings Nobody sees He jumps He grows He likes

X. What's Your Story?

Please tell about a special animal in your country. Can you bring a picture of this animal?



LESSON TWO

"Special Music in Mexico"

1. group	4. trumpet	7. love	10.
2. music	5. guitar	8. hire	
3. violin	6. freedom	9. stand	

Mariachi is a group of men who play music.

Three men play the violin. One or two men play the trumpet. One man plays the guitar.

They play music about everyday life. They play music about the freedom of their country.

And they sing about love. When a man falls in love, he hires mariachi. They go to the house of the woman he loves. They stand outside her house. The man sings love songs. The mariachi sing behind of him.

Exercises

I. Please write words from the story:

1. The mariachi play _____ .
2. Three men play the _____.
3. One or two _____ play the trumpet.
4. One _____ plays the guitar.
5. They play music about everyday _____ .
6. They play music about the freedom of their _____ .
7. _____ a man falls in love, he hires mariachi.
8. They go to the _____ of the woman he loves.
9. They sing love _____ outside her house.

II. Word Families Please read. Study underlined sounds carefully:

1.	when	where	what	who
2.	stand	stamp	stop	stoop
3.	fall	tall	ball	stall
4.	house	mouse	blouse	

III. Two Words = One Word (Compound words) Please write:

1. every + day = _____
2. out + side = _____
3. every + one = _____
4. in + side = _____

IV. Plurals Please circle then read:

1. 1 man 3 (mans, men)
2. 1 woman many (womans, women)
3. 1 song 12 (songs, songes)
4. 1 house 2 (houses, houss)

V. Cloze (Fill in the blank) Please write words into the story:

and or about of to

Mariachi is a group _____ men. One _____ two men play the trumpet. They play music _____ everyday life. They play music about freedom _____ love. They go _____ the house of a woman and play music.

VI. Third Person Singular Please circle the correct verbs:

1. Three men (play, plays) the violin.
2. One man (play, plays) the trumpet.
3. They (sing, sings) about love.

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4. A man (fall, falls) in love.

5. He (go, goes) to the house of the woman he (love, loves).

6. They (stand, stands) outside her house.

VII. Yes or No? Which is correct for each sentence? Write yes or no:

1. Mariachi is one man._____

2. Mariachi play drums._____

3. Mariachi sing to women._____

4. Mariachi sing inside the woman's house._____

VIII. Let's Talk About It

1. Who are mariachi?
2. How many mariachi play the violin?
3. What do they play music about?
4. What do they sing about?
5. Who sings love songs?
6. Where do the mariachi stand?

IX. What's the Mistake?

Incorrect: 'The mariachi sing behind of him.'
Correct: 'The mariachi sing behind him.'

For the teacher. Prepositions of location create special problems for ESL students. The problem is that many of these prepositions have more than one word. The students must learn all the words correctly. Here are three to begin:

behind in front of next to

Now practice these questions. For additional exercises, see Southeast Asian Lessons 2 (page 3) and 6 (page 3).

1. Who is behind you? _____ is sitting behind me.

2. Who is in front of you? _____ is in front of me.

3. Who is next to you? _____ is next to me.

X. What's Your Story?

Please tell about a special music in your country.

LESSON THREE

"An Indian Picture"

1. statue	4. camera	7. wall
2. picture	5. clay	8.
3. discover	6. place	9.

A statue is an Indian picture in Puerto Rico.

The first Puerto Rican people were Indian. When the Spanish discovered Puerto Rico, the first people there were Indians.

Indians don't take a picture with a camera. They make a picture with their hands with clay. This picture is worked with hands by Indians.

In some places in Puerto Rico there are many pictures like this. They are not pictures for the wall. They are statues. They have too many statues in Puerto Rico.

Exercises

I. Please write words from the story:

1. A _____ is an Indian picture in Puerto Rico.
2. The _____ Puerto Rican people were Indian.
3. Indians _____ take a picture with a camera.
4. They make a picture with their _____ .
5. Some _____ in Puerto Rico have many pictures like this.
6. They _____ pictures for the wall.
7. _____ are statues.

II. Word Families Read these sentences. Practice underlined sounds:

1. The first bird is a girl.
2. All the walls are small.
3. He plays with clay everyday.

III. Word Families Please read. Practice underlined sounds in the words on the same line:

1. hand	and	sand	plant
2. make	take	bake	cake
3. place	face	office	plate

IV. Plurals Please write plurals from the story. Then read:

1. 1 Indian 2 _____
2. 1 statue 2 _____
3. 1 hand 2 _____
4. 1 place 2 _____
5. 1 person 2 _____

V. 2 words = 1 word Please write words from the story:

1. do + not = _____
2. are + not = _____

VI. Country or Nationality? Please circle correct answers:

1. What country are you from?
   I am from ((Puerto Rico, Puerto Rican).
2. What is your nationality?
   I am (Puerto Rico, Puerto Rican, America, American)
3. What country are you from?
   I am from (Mexico, Mexican).
4. What is your nationality?
   I am (Mexico, Mexican).

VII. Yes or No? Which is correct for each sentence? Write yes or no:

1. The first Puerto Rican people were Spanish._____
2. Indians make a picture with a camera._____
3. Indians make statues with their hands._____
4. Statues are pictures for the wall._____

VIII. Let's Talk About It

1. What is an Indian picture in Puerto Rico?
2. Who were the first Puerto Rican people?
3. Do Indians take pictures with a camera?
4. How do Indians make pictures?

IX. What's the Mistake?

Incorrect: 'They have too many statues in Puerto Rico.'
Correct: 'They have very many statues in Puerto Rico.'

For the teacher. ESL students often confuse 'too' with 'very' when giving adjectives emphasis. Explain that 'too' gives an adjective a 'bad' meaning. Please circle 'too' or 'very' in these sentences:

1. There are (too, very) many students in this class. Many people give the answers!
2. There are (too, very) many students in this class. No one can sit down!
3. My friend is here. I am (too, very) happy to see her!
4. It is (too, very) hot today. I feel sick!

X. What's Your Story?

Please tell about something people make with their hands in your country.

LESSON FOUR

"A Special Food in Cuba"

1. fruit	4. dessert	7. sleep
2. ripe	5. afternoon	8.
3. soup	6. snack	9.

Papaya is a fruit in Cuba. You can get it in many hot countries.

You get papaya from trees. When it is new, it's green. It is yellow when it's ripe.

You can make soup with papaya. You can eat it with chicken. You can eat it for dessert.

I like eat papaya in the afternoon. It's a very good snack. I eat papaya. Then I go sleep a little. It's a good time in my day!

Exercises

I. Please write words from the story:

1. Papaya is a _____ in Cuba.
2. You can get it in many hot _____ .
3. When it is new, _____ green.
4. It _____ yellow when it's ripe.
5. You can make soup _____ papaya.
6. You _____ eat it with chicken.
7. You can eat it for _____ .
8. Papaya is a very good _____ in the afternoon.

II. Word Families Please read. Study the same sounds:

1. gr<u>ee</u>n	sleep	tree	
2. g<u>e</u>t	yellow	very	
3. y<u>ou</u>	soup	new	noon

III. Plurals Please write:

1. one country many _____
2. one city many _____
3. one tree some _____
4. one person some _____

IV. Listening The teacher will read one word from each line. Please circle the word you hear:

1.	is	it's	in
2.	where	when	new
3.	go	get	green

V. Two Words = One Word Please write:

1. after + noon = _____
2. it + is = _____

VI. Vocabulary (adjectives) Please circle:

1. You can get papaya in many (new, hot) countries.
2. It's green when it's (ripe, new).
3. When it's (yellow, green), it's ripe.
4. Papaya is a (hot, good) snack.

VII. Yes or No? Which is correct for each sentence? Write yes or no:

1. Papaya is a meat in Cuba._____
2. You get papaya from trees._____
3. Papaya is a good soup, a good dessert, and a good snack._____
4. Most people eat dessert before dinner._____

VIII. Let's Talk About It

1. Where can you get papaya?
2. What color is ripe papaya?
3. What can you make with papaya?
4. What can you eat with papaya?

IX. What's the Mistake?

Incorrect: 'I like eat papaya in the afternoon.'
Correct: 'I like to eat papaya in the afternoon.'

For the teacher. ESL students don't have to know the meaning of infinitives to use them. Drill this verb form with verbs that commonly require them. Here is a sentence completion exercise:

1. At night I like to _____.
2. On the weekend my friend always wants to _____.

X. What's Your Story?

Please tell about a special food in your country.

LESSON FIVE

"An Old People in Mexico"

1. god	4. turkey	7. skin
2. tourist	5. shoulder	8. stick
3. feather	6. tiger	9.

Aztecs are Indians. They live in Mexico. Before, they dance for Aztec gods. Now, they dance for tourists.

When Aztecs dance, they wear a long hat. This hat has long feathers. The feathers come from a turkey. The Aztecs put red color on the feathers. They put black feathers on their shoulders.

An animal's face is on the hat. The animal is look like a tiger. Aztecs wear animal's skin when they go to war. They carry a wood stick. Glass is in this wood stick.

Aztec Indians don't go to war now. Some Aztecs live near the cities. But most Aztecs live far from the cities.

The number of Aztec people goes down and down.

Exercises

I. Please write words from the story:

1. Aztecs live in _____.
2. Before, _____ dance for Aztec gods.
3. _____ Aztecs dance, they wear a big hat with feathers.
4. An animal's face _____ on the hat.
5. Aztecs wear this animal's skin when they _____ to war.
6. Aztec Indians _____ go to war now.
7. The _____ of Aztecs goes down and down.

II. Word Families Please read:

1.	dance	once	face	city
2.	stick	stack	rock	clock
3.	war	wood	when	now
4.	feather	shoulder	number	teacher

III. go, don't go Please read and circle correct answers for you. Then read again:

1. I (go, don't go) to school in the morning.
2. I (go, don't go) to school in the afternoon.
3. I (go, don't go) to school at night.
4. I (go, don't go) to school on Monday.
5. I (go, don't go) to school on Saturday.

IV. Small Words Cloze Please write words into the story:

is are has on They

Aztecs _____ Indians. Their hat _____ long feathers. The Aztecs put red color _____ the feathers. _____ put black feathers on their shoulders. An animal's face _____ on the hat.

V. Listening The teacher will say one word from the three words. Please circle that word:

1.	live	color	long
2.	dance	down	don't
3.	go	for	goes
4.	stick	stack	stock
5.	play	plate	plant

VI. Vocabulary Please circle the correct word in each sentence:

1. You put a hat on your (hand head leg).
2. A turkey is a (bird fish hat).
3. A tiger is an (Aztec Indian animal).
4. Aztecs carry a (red wood feather) stick to war.

VII. Yes or No? Which is correct for each sentence? Write yes or no:

1. Aztec Indians live in Puerto Rico._____
2. Aztecs wear a long hat and black feathers when they dance.___
3. A bird's face is on the hat._____
4. The number of Aztec people goes up and up._____

VIII. Let's Talk About It

1. Who are Aztecs?
2. Who do they dance for now?
3. What is on their hat?
4. What do they carry to war?
5. Do Aztecs go to war now?
6. Where do Aztecs live now?

IX. What's the Mistake?

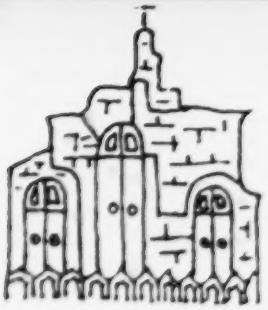
Incorrect: 'The animal is look like a tiger.'
Correct: 'The animals looks like a tiger.'

For the teacher. The word 'like' is a problem for ESL students because of its two meanings and three grammar structures. The first meaning below is the verb 'to like' someone or something. The second and third sentences use the 'like' comparison in its two forms. Work with the students to complete these three sentences:

1. I like_____, but I don't like_____. (names of foods)
2. That bad man looks like a_____. (name of animal)
3. A good lesson is like_____. (write your words)

X. What's Your Story?

Please tell about a special group of people in your country.



LESSON SIX

"An Old Part of the City"

1. part	4. brick	7. bright	10.
2. church	5. rock	8. history	
3. cross	6. hit	9. important	

In San Juan there is an old part of the city.

There are many churches in the old part. The churches all have a cross on top. That's the same.

Many churches are brick. Some streets are brick. In Philadelphia I see some streets that are rock. In the old city of San Juan, the streets are not rock. They are brick. When the sun hits the brick, the streets are bright.

In the old city the streets are important. This is because the old street have history. The statues and buildings are important. Cars don't drive on some streets in the old city. You can only walk on them.

Exercises

I. Please write words from the story:

1. In San Juan there is an old _____ of the city.
2. _____ are many churches in the old part.
3. Many churches _____ brick.
4. Some streets are _____.
5. In Philadelphia some streets are _____ .
6. When the sun _____ the brick, the street is bright.
7. In the old city the _____ are important.
8. _____ don't drive on some streets in the old city.

II. Word Families Please read:

1.	part	car	guitar	are
2.	brick	rock	snack	stick
3.	street	same	some	statue
4.	bright	brick	bring	break

III. Plurals Please read. Review different plural sounds:

1.	one church	ten churches	one cross	many crosses
2.	one brick	three bricks	one part	two parts
3.	one city	two cities	one country	five countries

IV. There is, There are Please circle the correct answer:

1. There (is, are) many churches in Philadelphia.
2. There (is, are) a church on this street.
3. There (is, are) many old houses in this city.
4. There (is, are) an old house next to me.
5. There (is, are) 12 students in this class.

V. Vocabulary Please circle the opposite word:

1.	old	drive	same	new
2.	bright	dark	don't	there
3.	many	some	few	important

VI. Listening Please circle one word when your teacher reads:

1.	brick	bright	bring
2.	snack	stack	rock
3.	street	statue	city
4.	is	in	not

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VII. Yes or No? Which is correct for each sentence? Write yes or no:

1. San Juan has many churches in the old part of the city.____
2. The churches all have a cross inside._____
3. In the old city the streets, statues, and buildings are important. _____
4. People walk and drive on all streets in the old city._____

VIII. Let's Talk About It

1. What are in the old part of San Juan?
2. What is on top of many churches?
3. Where are there rock streets?
4. Where are there brick streets?
5. Why are the streets important in the old city?

IX. What's the Mistake?

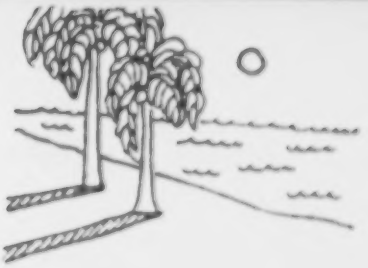
Incorrect: 'This is because the old street have history.'
Correct: 'This is because the old streets have history.'
or
'This is because the old street has history.'

For the teacher. ESL students often forget to use the 3rd person singular 'has'. They use 'have' for all the forms. This student possibly dropped 's' from the plural noun -- another common error. Remind students when they drop the 's' or avoid 'has'. Here are a few sentence exercises for practice:

1. This street (have, has) many old buildings.
2. Many streets (have, has) beautiful old buildings.
3. Many cars (have, has) radios.
4. My car (have, has) a new radio.

X. What's Your Story?

Please tell about an old place in your country. Is it in a city? Or is it outside the city? Did you ever go there?



LESSON SEVEN

"A Vacation Place in Puerto Rico"

1. beach	3. sun tan	5. around	7.
2. party	4. pretty	6. town	8.

I'd like to talk about the Puerto Rican beaches.

When I was in Puerto Rico, every weekend my son and I went to the beach. We have a good time. Everybody went to the beach because we liked it.

Sometimes we had a party. Sometimes we went swimming or took a sun tan. Sometimes we just looked at the beach because it's so pretty.

Puerto Rico has beaches all the way around it. Wherever you go, it is a good place to be on the beach. Every town has the beach name. Some names are: Aquadilla Beach, Isabela Beach, and Pinones Beach.

Exercises

I. Please write words from the story:

1. I'd like to talk _____ the Puerto Rican beaches.
2. Every _____ my son and I went to the beach.
3. We went to the beach _____ we liked it.
4. Sometimes we just looked _____ the beach.
5. Puerto Rico _____ beaches all around it.
6. Wherever you go, it is a _____ place to be on the beach.
7. Every _____ has the beach name.

II. Word Families Please read:

1.	liked	looked	talked	walked
2.	party	pretty	city	empty
3.	place	play	plate	face
4.	beach	church	brick	rock

III. Two Words = One Word Please write and read:

1. week + end = _____
2. every + body = _____
3. some + times = _____
4. every + where = _____

IV. Listening For the teacher. Choose one word in the four groups in Word Families above. Say the word for the student, who must copy it below. The student may look up at the list:

1. 2. 3. 4.

V. Past Tense Irregular Please write past tense behind present:

took went had

1. Every weekend my son and I go (_____) to the beach.
2. Sometimes we have (_____) a party.
3. Sometimes we take (_____) a sun tan.

VI. I'd, It's Please write then read:

1. I'd = I would she'd = she _____
   ____ = she would they'd = they _____
2. It's = it is What's = What _____
   ____ = he is Where's = Where _____

VII. True or False? Which is correct for each sentence?

1. They went to the beach everyday. ____
2. They went to the beach because they liked it. ____
3. The beaches in Puerto Rico aren't pretty. ____
4. Miami Beach is the name of a beach in Puerto Rico.____

VIII. Let's Talk About It

1. When did she to the beach in Puerto Rico?
2. Who went with her?
3. What did they do at the beach?
4. Why did they sometimes just look at the beach?
5. What are some names of Puerto Rican beaches?

IX. What's the Mistake? (see also SEA Reader, Lesson 12)

Incorrect: 'We have a good time.'

For the teacher. The student dropped the past tense in her conversation. But this part of the story happened 'before,' when they were in Puerto Rico. Learn to patrol your students' use of past tense, especially when it is new to them. Here, she must say:

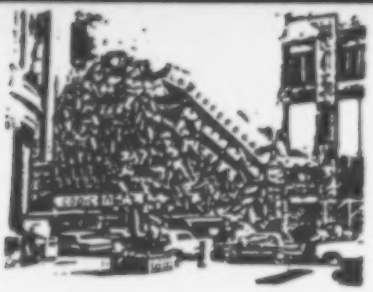
'We had a good time.'

For this exercise, please circle Present (have) or Past (had):

1. We always (have, had) tea for breakfast every morning.
2. Yesterday I (have, had) a doctor's appointment at 2:00.
3. She (has, had) an operation in 1984.
4. She (has, had) good health now.

X. What's Your Story?

Please tell about a vacation place in your country. Does your country have pretty beaches? Can you tell about a vacation you took?



LESSON EIGHT

"The Earthquake in Mexico"

1. earthquake	3. shake	5. trap	7. subway
2. happen	4. scared	6. crush	8.

The earthquake happened in 1985. My family was live in Mexico City. The earthquake began at 7:00 A.M. It was seven minutes long.

People were getting ready to go to work. I was getting ready to go to school. At breakfast the table started to shake. My mother thought I was playing with the table. Then she got scared.

A lot of people died in the earthquake. Large buildings fell and trapped people under them. People were crushed in their rooms. Many people died in the subways. In hospitals, some babies lived for 15 days. They drank milk from dead mothers.

Everyone was very afraid.

Exercises

I. Please write words from the story:

1. The earthquake happened in _____ .
2. Children were getting ready to go to _____ .
3. The _____ began to shake when we were eating breakfast.
4. My _____ got very scared.
5. A lot of _____ died in the earthquake.
6. Many people were trapped _____ the earth.
7. Some babies lived for _____ days.
8. Everyone _____ very afraid.

II. Word Families Please read:

1. shake	crush	shoulder	Bush
2. seven	start	study	scare
3. large	village	refrigerator	

III. Past Tense Please read. Study different 'ed' sounds:

1. happened	learned	2. lived	saved
3. trapped	stopped	4. started	wanted

IV. Past Tense Irregular Please write then read:

began thought got fell drank

1. I often think about my family. Yesterday I _____ about them a lot.
2. We usually begin class at 1:30. On Monday we _____ class at 2:00.
3. I always drink tea with my dinner. Last night I _____ water with my dinner.
4. Sometimes I fall on the ice in the winter. Last winter I _____ on the ice and hurt my arm.
5. We never get sick together. Last month we _____ sick at the same time.

V. Small Word Cloze Please write words into the story:

for in under to at

The earthquake started _____ 7:00. People were getting ready to go _____ work. Many people were hurt _____ Mexico City. People were trapped _____ large buildings which fell. Some babies lived _____ many days.

VI. Vocabulary Please circle the word with the same meaning as the first word:

1. start	get	begin	die
2. large	big	long	lot
3. quake	happen	drink	shake

VII. True or False?

1. The earthquake started in the evening. ____
2. It happened before people went to work and school.____
3. People were safe in the subways. ____
4. Some babies were lucky._____

VIII. Let's Talk About It

1. What year did the earthquake happen?
2. How long was the earthquake?
3. What were people doing when the earthquake started?
4. How did people near large buildings die?
5. How did people in their rooms die?
6. How did some babies in hospitals live?

IX. What's the Mistake?

Incorrect: 'My family was live in Mexico City.'
Correct: 'My family was living in Mexico City.'

For the teacher. ESL students often have trouble using both words in the past continuous verb form correctly. Usually they forget either 'was/were' or the 'ing' at the end. Develop question/answer and sentence completion exercises to drill them. Here are a few:

1. In the story, people _____ _____(get) ready to go to work.
2. My mother thought I _____ _____(play) with the table.
3. Where were you living in 1985? I ____ _____in _____.
4. What were you doing at 7:00 A.M. this morning?
   I _____.

X. What's Your Story?

Please tell about a sad day in your country when many people died.

LESSON NINE

"A Useful Tree"

1. palm	3. change	5. string	7. useful
2. roof	4. oil	6. wire	8.

Palm trees are very important to Cuba. These trees are very tall and thin. They grow in many warm countries.

My family built we house with leaves from palm trees. We made walls from the leaves. We put leaves on the roof. But we had to change the roof, maybe every three years.

We cooked these leaves and ate them. It's good to cook the young leaves. Or you can make oil with old leaves. You can use this oil for cooking. We used these leaves to make string and wire too.

Palm trees were very useful to my family. This is because we lived in the country. People in the cities don't need palm trees.

Exercises

I. Please put words from the story:

1. Palm trees are very _____ and _____ .
2. We put _____ on the walls and the roof.
3. We cooked _____ leaves and ate them.
4. With old leaves we made oil for _____ .
5. These leaves were good for _____ and wire too.
6. Palm trees are useful to people who live in the _____ .
7. People in the cities _____ need palm trees.

II. Word Families Please read. Then circle one word in each group with the different sound:

1.	use	Cuba	useful	us
2.	roof	too	cook	tool
3.	wire	first	fire	tire
4.	oil	old	boil	noise

III. Plurals Please read:

1.	1 leaf	many leaves	2.	1 wife	2 wives
3.	1 city	some cities	4.	1 country	12 countries

IV. Past Tense Verbs Please circle the correct present tense:

1. We built a new house last spring.
   We (build, bring) a new house every year.

2. Last night I made rice for dinner.
   I (meet, make) rice every night.

3. When I finished my lesson yesterday, I put my books away.
   I always (part, put) my books away when I finish my lesson.

4. My Spanish teachers were very helpful when I was young.
   My English teachers (are, is) very helpful now.

V. Listening Your teacher will read a word. Please write the plural. For the teacher. You may use words from this lesson, or plurals in Lessons 2, 3, 4, and 6.

1. 2. 3. 4.

VI. had/had to 'Had' is the past tense of 'have.' 'Had to' is the past tense of 'must.' Please write 'had' or 'had to' into this story:

Last night we _____ dinner with some friends. Because we _____ no car, we _____ walk to their house. We got lost. We _____ ask a policeman where to go. He told us we _____ turn around. We came there late. But we _____ a very good dinner!

VII. True or False?

1. Palm trees are very short and fat. ____
2. You can use palm trees to build houses. ____
3. It's good to eat old leaves from palm trees._____
4. Palm trees are very helpful to people who live in cities.___

VIII. Let's Talk About It

1. Where do palm trees grow?
2. How often must you change a palm tree roof?
3. What can you make with palm tree leaves?
4. Where are palm trees useful?

IX. What's the Mistake?

Incorrect: 'My family built we house with leaves from palm trees.'
Correct: 'My family built our house with leaves from palm trees.'

For the teacher. Notice that this student avoids all use of the possessive form. Judging by her incorrect use of 'we', she probably had not studied possessive pronouns at the time of this LEA. Make sure to emphasize the possessive in a grammar drill. Also try the following exercise:

The teacher and student (s) put their pencils on the table. If there is not enough for a group, the teacher should bring pictures of people to represent additional 'members' of the group and have pencils for them. The teacher points to different pencils. The student must then identify my pencil, your pencil, his pencil, etc. The teacher may also broaden the activity with this command:

'Please give me _____ pencil.'

X. What's Your Story?

Please tell about a useful tree, plant, fruit, or vegetable in your country.

LESSON TEN

"The Tainos"

1. own	3. ceremony	5. hide	7. kill
2. call	4. hunt	6. cave	8.

There are many pictures on rocks in Puerto Rico. They are made by Indians. They are not like Indians from America.

Puerto Rico has there own Indians called Tainos. Taina is a woman. Taino is a man. Tainos is every man and woman.

Tainos had ceremonies. They had houses. They hunted animals and fish. Many Indians were killed when the Spanish came. Some Indians hid in caves so they would not be killed. That is why there are some Indians still alive now.

This is like Indians in America. The white people killed many American Indians. But some are still alive.

Exercises

I. Please write words from the story:

1. Indians made many _____ on rocks in Puerto Rico.
2. Indians in Puerto Rico _____ not like Indians in America.
3. Tainos is every _____ and _____.
4. The Tainos _____ ceremonies and houses.
5. The Tainos _____ animals and fish.
6. _____ people killed many Tainos.
7. Some Indians hid in caves so _____ would not be killed.
8. Some American Indians are _____ alive now.

II. Word Families Please read:

1.	had	hid	hide	hunt
2.	cave	alive	have	save
3.	some	Spanish	still	ceremony
4.	Indian	America	Mexican	Puerto Rican

III. Plurals Please write plurals then read:

1. ceremony _____ 2. city _____
3. house _____ 4. place _____
5. person _____ 6. fish _____

IV. Listening Your teacher will read the words on each line. Then circle the two rhyming words in each group:

1.	kill	hide	still	picture
2.	why	there	were	where
3.	cave	have	alive	save
4.	on	some	own	bone

V. Past Tense Please read in past tense. Then write underlined words in present tense:

1. Indians hunted animals and killed them.
   Indians _____ animals and _____ them.
2. They hid in caves and had ceremonies.
   They _____ in caves and _____ ceremonies.
3. They made pictures on rocks.
   They _____ pictures on rocks.

VI. Vocabulary Please review these new words. Then circle the best way to complete each sentence:

1. People don't have ceremonies at _____.

   a. a wedding b. a church c. the grocery store

2. People can hunt _____.

   a. rocks b. deer c. trees

3. A cave is _____.

   a. very dark. b. in the sun. c. in a house.

VII. True or False?

1. The Spanish made pictures on rocks in Puerto Rico. ____
2. Taino is every man and woman. ____
3. Many Indians hid in caves because they were afraid that the Spanish would kill them. ____
4. All American Indians are dead. ____

VIII. Let's Talk About It

1. What is the name of Indians in Puerto Rico?
2. Where did the Tainos live?
3. What did they hunt?
4. Why are some Tainos Indians still alive today?
5. Who killed many American Indians?

IX. What's the Mistake?

Incorrect: 'Puerto Rico has there own Indians called Tainos.'
Correct: 'Puerto Rico has their own Indians called Tainos.'

For the teacher. 'There' and 'their' are 100% rhyming words. But the meaning is different. 'There' can introduce 'there is/there are'. It can also be a location, 'over there' for example. 'Their' is a possessive plural form. Please write 'there' or 'their' into these sentences:

1. Ruben and Maria live in America, but _____ parents still live in Puerto Rico.

2. _____ are many Puerto Ricans in Philadelphia.

3. Many Puerto Rican families have _____ own homes.

4. Many young Puerto Ricans never saw Puerto Rico but someday hope to go _____ .

X. What's Your Story?

Please tell about a very old way of making pictures in your country. What people made these pictures? Can you show examples?

LESSON ELEVEN

"Clothes in School"

1. public	4. graduate	7. square	10. relaxed
2. uniforms	5. intermediate	8. beige	11. bright
3. navy blue	6. plaid	9. comfortable	12.

In Puerto Rico, since I was small, I had to go to school. I went to a public school.

In Puerto Rico we wore uniforms in public school. The girls had navy blue skirts and a white shirt. For boys there was navy blue pants and white shirts.

As years go by, the ways change. We graduated in sixth grade. After sixth grade came intermediate school. The uniform was different. For girls the shirt was plaid with green and yellow squares. The boys had green slacks with a pale yellow shirt.

The colors for high school are beige and brown. They say you are more comfortable and more relaxed in these colors than in bright colors.

Exercises

I. Please write words from the story:

1. Since I was small, I had to go to a _____ school.
2. In Puerto Rico the girls wore navy _____ skirts.
3. In Puerto Rico students _____ in sixth grade.
4. Intermediate _____ comes after sixth grade.
5. For girls the shirt was plaid_____green and yellow squares.
6. _____ boys the shirt is pale yellow.
7. Beige and brown are the _____ for high school.
8. They say you are _____ comfortable in these colors.

II. Word Families Please read:

1. The girls wore skirts and shirts.
2. The uniforms with dark colors are more comfortable.
3. Before the earthquake, the public squares were quiet.
4. They wear black slacks and socks when they eat snacks.

III. Past Tense Regular Please read. Study different 'ed' sounds:

1. graduated	started	hunted	wanted
2. relaxed	liked	trapped	finished
3. changed	happened	killed	used

IV. Past Tense Irregular Write correct words into blanks:

was had to went wore had

1. I _____ to school for 12 years.
2. I didn't want to go to school, but I _____ go to school.
3. I always _____ a uniform to school.
4. I _____ many friends in school.
5. When I graduated from high school, I _____ very happy!

V. Color Vocabulary Please circle:

1. In the spring the leaves on the trees are (white, green).
2. Navy blue is a (dark, light) color.
3. Beige is like (yellow, brown).
4. A grass yard can be a (green, yellow) square.

VI. Comparison Vocabulary Please circle:

1. I am usually more relaxed (before, after) work.
2. A (hard, soft) chair is usually more comfortable.
3. (Intermediate, High) school is usually more difficult.

VII. True or False?

1. In Puerto Rico only the girls wear uniforms to school.____
2. For uniforms the girls wear white skirts.____
3. High school begins after sixth grade. ____
4. Beige and brown are bright colors. ____

VIII. Let's Talk About It

1. What kind of school did she go to?
2. What colors were the boys' uniforms?
3. Are plaid colors circles?
4. In what school do boys wear green slacks?
5. In what school do girls wear navy blue skirts?
6. What are the colors for high school?

IX. What's the Mistake?

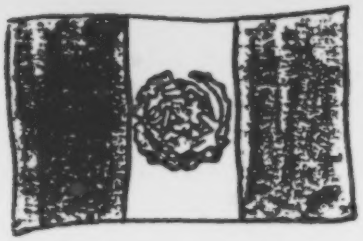
Incorrect: 'For boys there was navy blue pants and white shirts.'
Correct: 'For boys there were navy blue pants and white shirts.'

For the teacher. Listen carefully to your students' use of singular and plural verb forms. Here are some exercises using 'was' and 'were':

1. My friends _____ all there, but I stayed home.
2. One friend _____ sick, so he didn't come.
3. There _____ a large table of food at the party.
4. There _____ about fifteen people who came.
5. Outside there _____ games and sports.
6. Inside there _____ music and dancing.

X. What's Your Story?

Please tell about your school. What were the different grades and levels? What clothes did the students wear?



LESSON TWELVE

"The Father of an Important Holiday"

1. independence	4. follow	7. decade	10.
2. control	5. catch	8. continue	
3. government	6. shoot	9. firecracker	

The story of Mexican independence begins in 1810. It begins with a man named Father Hidalgo.

In 1810 the Spanish controlled Mexico. Father Hidalgo's family was Spanish. He was a man of the church. But he was against the Spanish government.

Father Hidalgo went from place to place in Mexico. He taught the Mexican people how to do many jobs. And he talked with the Mexican people about freedom.

In September 16, 1810, many Mexican people came together. About 55,000 people followed Father Hidalgo. They took back many cities from the Spanish.

In 1811 the Spanish army caught Father Hidalgo. The soldiers took him and shot him. But the fighting continued for a decade. In 1821 Mexico won true independence.

September 16 is now Mexico's Independence Day. People have a good time. They have food and sodas and firecrackers. But the Mexican people will never forget Father Hidalgo.

Exercises

I. Please write words from the story:

1. Father Hidalgo was against the _____ government.
2. He taught the Mexican people about _____ and _____ .
3. In 1810 about 55,000 Mexican people took back many _____ .
4. In 1811 Spanish soldiers _____ Father Hidalgo and _____ him.
5. Father Hidalgo died, _____ the fighting continued.
6. He is now the father of Mexico's _____ Day.

II. Past Tense Regular Please read. Review 'ed' sounds:

1.	control	controlled	follow	followed
2.	continue	continued	happen	happened
3.	talk	talked	like	liked

III. Past Tense Irregular Write correct words into blanks:

taught came took caught shot won

1. I take a bath every morning.
   Yesterday I _____ my bath at night.

2. This year Mr. Rivera teaches English.
   Last year he _____ Spanish.

3. My friends come to visit on the weekends.
   Last week they _____ to visit on Wednesday.

4. My cat can catch mice. Last night he _____ two of them!

5. Many countries must win freedom. America _____ freedom in 1776.

6. Hunters often shoot rabbits. That hunter once _____ a mouse!

IV. Numbers Please write numbers for these number words:

1. five hundred _____
2. five thousand _____
3. fifty five thousand _____
4. five hundred thousand

V. Vocabulary Please write 'S' for Same, 'D' for Different:

1. independence -- freedom _____
2. job -- occupation _____
3. decade -- 5 years _____
4. begin -- start _____
5. continue -- stop _____
6. follow -- lead

VI. Capital Letters — Put capital letters for words that are part of the name you call someone, the name of a country or its people, and the name of a holiday. In the sentences below, please circle the words to capitalize:

1. Do you have christmas in your country?
2. The father of mexican independence is father Hidalgo.
3. The name of america's independence day is the fourth of july.
4. Our visitors on new year's day were mrs. Glass and dr. Stone.

VII. True or False?

1. In 1821 the Spanish controlled Mexico._____
2. Father Hidalgo's family was Indian._____
3. Father Hidalgo helped Mexican people to learn occupations.____
4. July 4 is now the Mexican Independence Day._____

VIII. Let's Talk About It

1. What's was Father Hidalgo's occupation?
2. Did he like the Spanish government?
3. How did he help the Mexican people?
4. How many people followed Father Hidalgo? Where did they go?
5. How did Father Hidalgo die? What year did he die?
6. How long did the Mexican people fight for independence?
7. What do Mexican people do on Independence Day now?

IX. What's the Mistake?

Incorrect: In September 16, 1810, many Mexican people came together.
Correct: On September 16, 1810, many Mexican people came together.

For the teacher. The student has confused 'in' and on' as prepositions of time. Use 'on' with days. Use in with months and years. Please write 'in' or 'on' into these sentences:

1. I was born _____ 1947.
2. I will see you _____ Tuesday.
4. Mexico won freedom _____ 1821.
5. This class started _____ October.
6. This class started _____ October 5.

X. What's Your Story?

Please tell about an important person or holiday in the history of your country. Does your country have an Independence Day?

LESSON THIRTEEN

"The Story of My Family"

1. acre	3. final	5. tend	7. academy	9.
2. in charge	4. chores	6. goat	8. electronics	

My father had acres of land and my family had a lot of animals. In Puerto Rico I used to live where there were a lot of animals. We had a very big house. Right near my house there was a rio... a river. There was lots of water all around.

We would work for our father. That was our job. My older brother was in charge. After we did our morning jobs we will go to school. When we returned back home from school, we worked more. After that, we would have supper. After that, we would do our final chores.

The work we did was to tend the goats and cows. We had a lot of horses and chickens, too. After a while, we went to study full-time at the academy in San Juan.

I came to America to work in an electronics factory. I was sixteen years old. I lived in America for 7 years. Then I went back to Puerto Rico to get married. My wife and I lived in America for for 5 years. Then we went back to Puerto Rico for 15 years. Now we are back in Philadelphia.

We have three children. The second girl is in 10th grade. The boy is in 8th grade. We want our oldest daughter to study after high school in America.

Exercises

I. Please write words from the story:

1. This family had a lot of _____ and a very big _____ .
2. After school, the children _____ more for their father.
3. _____ , _____ , and _____ were some of the animals.
4. This person went two times from _____ to _____ .
5. Her first job in America was in an _____ factory.
6. Two of her children are studying in _____.

II. Word Families Please read:

1.	father	older	brother	supper
2.	oldest	first	student	still
3.	charge	change	village	large
4.	chore	chicken	teacher	church

III. Numbers Please circle the correct word number:

1. There will be no class on January (two, second).
2. There will be no class for (two, second) days.
3. My brother is in the (ten, tenth) grade.
4. He is (sixteen, sixteenth) years old.
5. They lived in Puerto Rico for (five, fifth) years.
6. 1987 was their (one, first) year in America.

IV. Past Tense Regular Please read and study 'ed' endings:

1. We returned to Mexico when the earthquake happened.
2. I worked on a farm because I liked to be outdoors.
3. The children behaved when they lived with us.
4. She tended the animals when they needed food.

V. Vocabulary: used to, would

For the teacher. Both helping verbs express past habit. 'They would work for their father' is the same as 'They used to work for their father.' Follow helping verbs with present tense verb. Instruct the students to complete the sentences below:

1. When I was a child, I used to _____ during the summer.
2. Before breakfast I would _____.
3. After dinner I _____.

VI. Vocabulary Please circle the correct word in each sentence:

1. When you take care of animals, you (eat, tend) them.
2. An (acre, academy) is a measure of land.
3. Full-time work is (4, 40) hours.
4. A (boss, baby) can be a person in charge.
5. A (chicken, goat) is a white animal with four legs.

VII. True or False?

1. This family lived in a city in Puerto Rico._____
2. The children worked for the family before and after school.__
3. They studied full-time at the academy in Philadelphia.____
4. The oldest child is a girl._____

VIII. Let's Talk About It

1. What was around their house in Puerto Rico?
2. Who was in charge of the chores?
3. What would the children do after dinner?
4. Where did the children go when they left the family home?
5. How old was he when he came to America? How long did he stay?
6. Are the three children more than seven years old?

IX. What's the Mistake?

Incorrect: 'After we did our morning chores, we will go to school.'

Correct: 'After we did our morning chores, we went to school.'
or
'After we did our morning chores, we would go to school.'
or
'After we do our morning chores, we will go to school.'

For the teacher. This student is having trouble with the coordination of verb tenses in two parts of one sentence. The 'after' sequence goes past (did) to past (went) or past habit (would go). Or it can go from present tense verb (do) to future activity (will go). Help the students to finish these sentences with their own words:

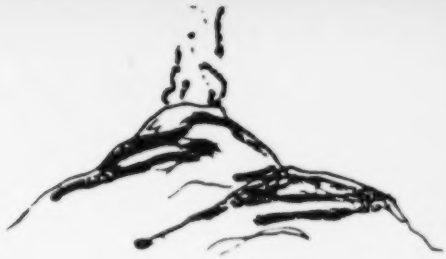
1. After I finished class yesterday, I _____.

2. After I finish class today, I _____.

X. What's Your Story?

Please tell your family's story. Where did your parents live? Did you have brothers and sisters? Why did you leave home? When? What about your life now?

LESSON FOURTEEN



"A Legend from My Country"

1. mountain	4. smoke	7. battle	10.
2. snow	5. soldier	8. spear	
3. volcano	6. king	9. hit	

Popo and Izta are two mountains near Mexico City. They are close together. On a clear day they are very beautiful. You can see two mountains with snow. Izta is called the Sleeping Woman. Popo is a volcano. A little smoke comes out of Popo.

There is an old story about Popo and Izta. Popo was a soldier. Izta was his girl friend. Popo loved Izta a lot. But Izta's father was the king. He told Popo, "If you win a great battle, I will give my daughter to you."

Popo went to fight the battle. But another man from the same town loved Izta too. He stole her and took her away. When Popo came back, he was very angry. He went to find Izta. He fought with the man who stole Izta. Popo took Izta away. The second man threw his spear at Popo. The spear hit Izta.

Popo saw that Izta was dying. He put her on a rock. <u>They did not moved from this place</u>. They died there. Their sadness turned them into mountains.

Popo still watches Izta.

Exercises

I. <u>Please write words from the story</u>:

1. Popo and Izta are _____ near Mexico City.
2. Popo is a _____ , with smoke coming out the top.
3. In the legend, Popo is a _____ and Izta is his_____.
4. Izta's father was a _____.
5. The king told Popo to win a _____ .
6. _____ man from the same town stole Izta and took her away.
7. When Izta died, _____ died too.

II. Word Families Please read. Study differences carefully:

1. That mountain is about a thousand miles away from our group.
2. The king wasn't sleeping. He was dying. He died yesterday.
3. The soldier told us about the old volcano.
4. The class is close to my uncle's clay house.

III. Word Families Read the story again. Find and write words from the story which have:

1.	'ned' past tense	learned	_____
2.	'g = j' sound	large	_____
3.	same present and past	put -- put	_____ -- _____
4.	'c = s' sound	office	_____
5.	silent 'gh' sound	night	_____

IV. Past Tense Irregular Please write words into the story:

told fought stole threw took hit

When the thief _____ the radio, the store owner ran after him. He _____ a rock from the street. He _____ the rock at the thief. The rock _____ the thief and the thief fell down. The store owner jumped on the man. They _____. The store owner won. He _____ the thief, "Don't come to my store again!"

V. Listening Please circle the words which rhyme. The teacher may read the words to the student:

1.	close	house	noise	nose
2.	own	town	brown	snow
3.	threw	few	far	new
4.	great	clear	eat	spear

VI. Vocabulary Please circle the correct words:

1. A battle is part of a (mountain, war).
2. A town is smaller than a (village, city).
3. A (snow, spear) can kill you if it hits you.
4. A (king, rock) can be the leader of a country.
5. On a clear day you can see (far, nothing).

VII. True or False?

1. Popo and Izta are mountains which are very far from each other. ____
2. Popo had to win a battle if he wanted to marry Izta. ____
3. Only one man loved Izta. ____
4. In the legend, Popo and Izta died together and became mountains. ____

VIII. Let's Talk About It

1. What kind of mountain is Popo?
2. What did the king tell Popo to do? Why?
3. Who killed Izta?
4. Where did Popo and Izta die? What happened next?

IX. What's the Mistake? (see SEA, Lesson 10, Exercise IX)

Incorrect: 'They did not moved from this place.'
Correct: 'They did not move from this place.'

For the teacher. ESL students often make a 'double past' error. They add the helping verb 'did' and keep the past tense form of the verb. Here the mistake has happened in the negative. In the exercise below, students should rewrite the sentence in the negative:

1. The man threw the ball to his son.

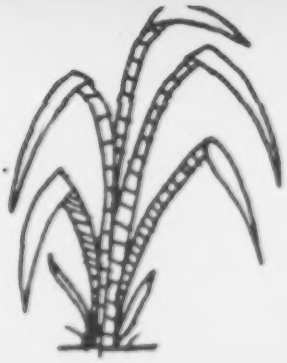
2. My cousin slept too late this morning.

3. Last night she called her friend on the telephone.

4. The cats fought and played.

X. What's Your Story?

Please tell a legend from your country. Are there any legends about the origin of mountains, rivers, or any special places in the land?



LESSON FIFTEEN

"An Important Export from Cuba"

1. export	4. industry	7. root	10. molasses
2. harvest	5. machine	8. jungle	11. celebrate
3. slave	6. flat	9. juice	12.

When I was a little girl in Cuba, I helped my father to cut the sugar cane in the fields. But I couldn't help very much. It isn't easy work to harvest sugar cane.

At first, black slaves cut the sugar cane. The Spanish brought these slaves, maybe 300 years ago. Many slaves died in the fields. The rich owners did nothing. In 1886 the Cuban government told the owners there will be no more slaves. But in this time sugar cane became the number one industry of Cuba.

Machines helped the sugar cane industry to grow a lot. In harvest time, machines can cut the sugar cane on the flat land. On the hills, the farmers must still cut the sugar cane by hand. They use a big knife named machete. It is still very difficult work. You must cut off the leaves. Then you must cut the hard sugar cane from its roots. It is strong, almost like wood. It is green and tall. It is taller than I am. And the field is too hot. When you have a whole field to cut, it is like a jungle. My hands hurt too much.

The people put the sugar cane on trucks. These trucks carry the sugar cane to the factories. Here they make sugar from the sugar cane. They make molasses too. When all the juice is gone, they make things like paper and firewood from the rest of the sugar cane.

Trains carry the sugar to boats in port cities next to the sea. From these cities, the boats take the sugar to other countries all over the world. But Cuba does not sell sugar to America anymore. Russia buys a lot of sugar from Cuba. Other countries in Eastern Europe buy much exports from Cuba.

Fidel Castro is the leader of Cuba now. His father owned a sugar farm. His government controls all sugar exports. To Castro, sugar is more important than religion. He does not like for the people to celebrate Christmas. This holiday comes in the time of the big sugar cane harvest.

Exercises

I. Please write words from the story:

1. About 300 years ago _____ began to cut sugar cane in the fields.
2. Sugar cane has been the number one _____ of Cuba for a long time.
3. To harvest sugar cane, you must cut its _____ and _____.
4. Factories can make _____ , _____, and _____ from sugar cane.
5. Cuba now sends exports to _____ and _____.

II. Word Families Please read:

1. Jack drank orange juice in the jungle.
2. Industry students study the harvest.
3. The next export will be six boxes of molasses.
4. For food he would cut the wood roots with tools.

III. Past Tense Irregular Please write words into the story:

cut brought did told became

200 years ago cotton _____ the number one industry of the American South. The white people _____ slaves from Africa to work in the fields. The slaves _____ the cotton all day in the fields. The owners _____ nothing to help the slaves. In 1861 the American government _____ the owners that the slaves were free.

IV. Listening In each group, please circle the one past tense verb with a different 'ed' pronunciation. For the teacher: you may read the words for the students.

1.	helped	stopped	owned	worked
2.	owned	celebrated	learned	carried
3.	died	celebrated	harvested	wanted
4.	carried	died	owned	helped

V. Vocabulary Please circle the word that is _____

1. transportation:	holiday	truck	wood	jungle
2. a person:	slave	field	sea	paper
3. under sugar cane:	leaves	roots	Cuba	harvest
4. a holiday:	America	Cuba	Spain	Christmas

VI. Vocabulary Please read word forms. Then circle answers below. Use a map if you have one.

1. East -- Eastern
2. West -- Western
3. North -- Northern
4. South -- Southern

1. Poland is a country in (Eastern, Western) Europe.
2. Spain is a country in (Eastern, Western) Europe.
3. Florida is a (Northern, Southern) state in America.
4. Pennsylvania is a (Northern, Southern) state in America.

VII. True or False?

1. Slaves first came to Cuba in 1886._____
2. Sugar cane is strong, tall, and green._____
3. Port cities are good for export because they are next to the sea._____
4. America buys many exports from Cuba._____
5. Cuba has a big sugar cane harvest in July._____

VIII. Let's Talk About It

1. What is the number one export of Cuba?
2. How did machines help the sugar cane industry to grow?
3. Why is it difficult to cut sugar cane?
4. Where do trucks carry the sugar cane after it is cut?
5. What do the factories make from sugar cane?
6. Who is the leader of the Cuban government now?

IX. What's the Mistake?

Incorrect: 'Other countries in Eastern Europe buy much exports from Cuba.'

Correct: 'Other countries in Eastern Europe buy many exports from Cuba.'

For the teacher. The problem here is 'count' vs. 'noncount' nouns. You can count the exports from Cuba. Sugar, tobacco, and coffee are one, two, three exports. But you don't count sugar, for example. The word takes no 's' in the plural. So we have 'many exports' and 'much sugar'.

Many ESL grammar books have exercises to practice the use of 'much' and 'many' with count and noncount nouns. Here are a few examples. Tell your students to write 'much' or 'many' into the sentences:

1. There are _____ factories in Cuba.

2. Some of these factories make _____ coffee.

3. _____ cups of coffee come from Cuban fields.

4. _____ farmers work hard to harvest the coffee.

5. They put _____ love into their work.

X. What's Your Story?

Please tell about an important export in your country. Where does it come from? How do people use it? Where does it go when it is ready for export?

ANSWER KEY

Southeast Asian Stories

Lesson One ("My Job in Cambodia")

I. farm, plant, too, animals, chickens, feeds, get up
IV. too, to, to, too
V. yes, yes, no, yes, no
VI. chicken, fish; 7:30 A.M.

Lesson Two ("A Special Food in Vietnam")

I. different, sweet, coconut, Beans, not, sell, buy, sidewalk
IV. no, yes, no, yes, no
V. 1b, 2d, 3a, 4c
VI. buy, country, Sugar, People
IX. in, in, in, on, on, on

Lesson Three ("Special Clothing in Cambodia")

I. wear, puts, color, holds, clean, hold
IV. wear, am wearing, am cleaning, clean, am holding
V. no, no, yes, yes, no
VI. in, is, it, she
IX. her hair, her face, her arms

Lesson Four ("Special Music in Laos")

I. violin, strings, turn, tight, stick, fingers
IV. Laotian, Lao, Laos; Cambodian, Khmer, Cambodia;
Vietnamese, Vietnamese, Vietnam; Chinese, Chinese, China
V. no, yes, yes, no, yes
VI. use, turn, again, fingers

Lesson Five ("A Chinese New Year Custom")

I. friends, uncles, Teachers, Married, one hundred,
Single, luck, red
V. no, yes, no, yes, no
VI. male, female, male, female, male or female
IX. I have a new red car. Single men don't give money.

Lesson Six ("A Minority People in Vietnam and Cambodia")

I. minority, mountains, come, near, net, catch, quiet, pork, temple
V. net, inside, yell, pigs
VII. yes, yes, no, no

Lesson Seven ("A Time of Change in Vietnam")

I. 1975, change, temple, work, visit, bought, bananas or apples/not meat, planted and carried
III. take, buy, go
VII. all false
VIII. difficult, monk, temple, For example, field
IX. see, see, see

Lesson Eight ("A Special Animal in Cambodia")

I. forest, hill/snake, around, hands, grabbed, killed, burns, purse
IV. ate, made, saw, came, took
V. came, made, ate, took, saw
VI. false, false, false, true, false
IX. weigh, weight

Lesson Nine ("A Trip in Vietnam")

I. visit, near, metal, wind, motor, deck, dock, sold
III. eight, nine, one hundred, two hundred
IV. can, is, have, sell
VI. knife, car, hill
VII. false, false, true, true, true, false

Lesson Ten ("Cambodian Money")

I. picture, pray, side, River, rode, scared, better
III. swimming, swim, shopping, shopping, shop
IV. went, rode, saw, bought
V. same, same, different, different
VII. false, true, true, false

Lesson Eleven ("An Important Year in Laos")

I. important, independent, ruled, graduated, weak, Laos
III. left, fought, came, became, won, gave
IV. 100, 1894, 1989
V. same, different, different, same, same
VI. France, French, Laos, Laotian, French, Vietnam, Cambodia, Vietnamese, Cambodian
VII. true, false, true, true, true
IX. for, since, for

Lesson Twelve ("A Ghost Story from Vietnam")

I. once, smoke, put/poured, corner, wore, legs, slept, cry
IV. could, couldn't, can't, can
V. up, on, away, back, to
VI. ghost, once, pour, corners, protect, tears
VII. true, false, true, false, maybe

Lesson Thirteen ("Hmong Creation Legend")

I. flood, alive, roll, tricked, last
II. climbed/rolled, decided/needed, married/carried, tricked/stopped
IV. climb, cover, flood, legend, barrel
V. mountain, rock, round, a lie
VI. alive, lives, alive, live
VII. true, false, false, true

Lesson Fourteen ("Wedding Day Customs in Vietnam")

I. picks up, name/age, gifts/property, Oranges/bananas, party
IV. goes, go, does, do, go
VI. ancestors, Money, Party, Bus
VII. false, true, false, true, false

Lesson Fifteen ("My Story")

I. general store, survive, border, local, property
II. survived, graduated, studied, learned, decided
III. hid, sent, bought, met, won, built
V. building, dangerous, Thai/Cambodian, success
VI. resettle, escape, attack, survive, accept
VII. false, true, false, false, true
VIII. grew, grew up, grows, grow up, grew

Hispanic Stories

Lesson One ("A Special Animal in Puerto Rico")

I. frog, only, Puerto Rico, nobody, jumps, bird, grows, play
VI. S, D, S, D
VII. yes, yes, no, yes, yes

Lesson Two ("Special Music in Mexico")

I. music, violin, men, man, life, country, When, house, songs
IV. men, women, songs, houses
V. of, or, about, and, to
VI. play, plays, sing, falls, goes, stand
VII. no, no, yes, no

Lesson Three ("An Indian Picture")

I. statue, first, don't, hands, places, are not, They
VI. Puerto Rico, Puerto Rican/American, Mexico, Mexican
VII. no, no, yes, no
IX. very, too, very, too

Lesson Four ("A Special Food in Cuba")

I. fruit, countries, it's, is, with, can, dessert, snack
VI. hot, new, yellow, good
VII. no, yes, yes, no

Lesson Five ("An Old People in Mexico")

I. Mexico, they, When, is, go, don't, number
IV. are, has, on, They, is
VI. head, bird, animal, wood
VII. no, yes, no, no

Lesson Six ("An Old Part of the City")

I. part, There, are, brick, rock, hits, streets, Cars
IV. are, is, are, is, are
V. new, dark, few
VII. yes, no, yes, no
IX. has, have, have, has

Lesson Seven ("A Vacation Place in Puerto Rico")

I. about, weekend, because, at, has, good, town
V. went, had, took
VI. she'd, she would, they would; he's, What is, Where is
VII. false, true, false, false
IX. have, had, had, has

Lesson Eight ("The Earthquake in Mexico")

I. 1985, school, table, mother, people, under, 15, was
IV. thought, began, drank, fell, got
V. at, to, in, under, for
VI. begin, big, shake
VII. false, true, false, true
IX. were getting, was playing, was living, (student answer)

Lesson Nine ("A Useful Tree")

I. tall and thin, leaves, these, cooking, string, country, don't
II. us, cook, first, old
IV. build, make, put, are
VI. had, had, had to, had to, had to, had
VII. False, true, false, false

Lesson Ten ("The Tainos")

I. pictures, are, man and woman, had, hunted, Spanish, they, still
VI. the grocery store, deer, very dark
IX. their, There, their, there

Lesson Eleven ("Clothes in School")

I. public, blue, graduated, school, with, For, colors, more
IV. went, had to, wore, had, was
V. green, dark, brown, green
VI. after, soft, High
VII. false, false, false, false
VIII. were, was, was, were, were, were

Lesson Twelve ("The Father of an Important Holiday")

I. Spanish, jobs and freedom, cities, took and shot, but, Independence
III. took, taught, came, caught, won, shot
V. S, S, D, S, D, D
VI. Christmas, Mexican/Father, America's/Fourth/July, New Year's Day/Mrs./Dr.
VII. false, false, true, false
IX. in, on, in, in, on

Lesson Thirteen ("The Story of My Family")

I. animals/house, worked, goats/cows/chickens, Puerto Rico/America electronics, high school
III. second, two, tenth, sixteen, five, first
VI. tend, acre, 40, boss, goat
VII. false, true, false, true

Lesson Fourteen ("A Legend from My Country")

I. mountains, volcano, soldier/girl friend, king, battle, Another, Popo
III. turned, legend, hit, place, fight
IV. stole, took, threw, hit, fought, told
V. close/nose, town/brown, threw/new, clear/spear
VI. war, city, spear, king, far
VII. false, true, false, true

Lesson Fifteen ("An Important Export from Cuba")

I. slaves, export, leaves/roots, sugar/molasses/paper or firewood Russia/Eastern Europe
III. became, brought, cut, did, told
IV. owned, celebrated, died, helped
V. truck, slave, roots, Christmas
VI. Eastern, Western, Southern, Northern
VII. false, true, true, false, false
IX. many, much, Many, Many, much